

Childhood Education

**ALL CHILDREN ARE
DIFFERENT**

February 1945

JOURNAL OF THE ASSOCIATION FOR CHILDHOOD EDUCATION

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MARGARET HAMPEL
Professor of Education
Ohio University
Athens, Ohio

Childhood Education

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To Stimulate Thinking Rather Than Advocate Fixed Practice*

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Next Month—

"All Children Have Certain Inalienable Rights," the theme for the March issue, will be developed from several points of view, best shown in the titles of the articles which are as follows:

"The Inalienable Rights of Children," by Laura Zirbes; "The Right to Equality of Opportunity," by Franklin McNutt; "Let Us See That They Live Healthfully," by Alfhild Axelsson and Sarah Weber; "Let Us Show Them We Love Them," by Elizabeth Doak; "Let Us Come to Know Their Jargon," by Louise Filer, and "Let Us Find and Develop Their Talents," by Helen L. Schwin.

Elisabeth Olesen's article, "When Babies Meet," a story of the Kaiser Shipyard Nursery Schools, and "It Was Better Than a Movie," by Elizabeth Johnson will complete the issue.

EXTRA COPIES — Orders for reprints from this issue must be received by the Standard Press, 920 L Street, N. W., Washington 1, D. C., by the tenth of the month of issue.

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Courtesy of Caritis

All Children Are Different

"All Children Are Different"

ANYONE WHO FINDS TIME to read one daily newspaper or to listen to one radio commentator is impressed today with the many differences with which we deal—differences of opinion and ways of working, differences in people themselves. How can we achieve unity of thinking and doing and believing in the chaotic world around us? How can peace on a world scale ever be achieved? We believe that Agnes Snyder has suggested some fundamental considerations in her analysis of the nature of differences and their implications for an era of peace. Particularly valuable is her description of the classroom within which the germ of peace can grow, with its implications for the teacher.

In directing an after school center Mrs. Ablen has had ample opportunity to observe the differences in children as she might not have observed them in a formal school day. She describes the uniquenesses of Freddy, John and Jean, and warns of the folly of attempting to channel these children in directions foreign to their native potentialities. Teachers can help to prevent human catastrophe by so honoring their profession that they are never glib in their guidance of children but seek constantly a deeper understanding of human development, applying it gradually to help both parents and children.

Somewhere in a schoolroom sits today the child who will be president of the United States in 1975. If we only knew which child it was, how differently we might educate him. Somewhere, too, are the future makers of our foreign policy; the inspectors of our meat and milk; the negotiators of our trade agreements; our representatives to the present Axis and liberated countries; our poets, philosophers and artists of the latter twentieth century. Kenneth Bateman's "Let There Be Differences" gives any urge to make all children conformists a refreshing jolt.

That there are differences among members of the same race is interestingly presented by Celia Stern and William Van Til in their analysis of some children's literature and the common concept of the Negro stereotype. The books they mention should sooner or later become known to all children.

JUST AS HUMAN BEINGS EVERYWHERE group themselves according to ideologies, environments, and work to be done, so should children at school have many opportunities to group themselves. Viretta Van Dorn has chosen an informal discourse as a way of presenting her concept of grouping that contributes to growth. Would that more grandmothers were welcome at school!

We hope that you are a cover-to-cover reader so that you will not miss the remaining content unrelated to the theme but included because it is important.—F.M.

Individual Differences and an Era of Peace

Miss Snyder has chosen four conclusions concerning the nature of individual differences and points out their implications to the teacher and to others who work for an era of world peace. Miss Snyder is teaching in the Cooperative School for Teachers, 69 Bank Street, New York City.

WHAT BEARING HAS THE PHENOMENON of individual differences on the possibility for an era of peace? Does the fact that no two individuals in all of the 2,209,370,000¹ members of the human race are alike imply such complexity in human relations as forever to preclude world peace? If the answer is in the affirmative, obviously all that can be done is to accept the inevitable and make the best of it. You cannot change human nature—we have always had war—we will always have war.

But do differences and complexity imply conflict? Does what has been determine what must always be? If one accepts the potentialities of the scientific method when applied in the interest of humanity, the answer to both questions is an emphatic "No." One views the future with assurance in the light of the few decades in which the scientific method has been used in the study of man and his problems. One points to the significance in that short time of the knowledge gained. One points to those men and women who have worked fearlessly to increase the sum of human well-being. One answers the question raised as to the bearing of individual differences on world peace in terms of con-

viction that the scientific method can provide the data and draw the conclusions indicative of the techniques essential to the solution of the problems of human relations; that there will continue to be those who will apply the techniques in home, school, church, and government in the direction of an era of peace. It is with this conviction that what follows is written.

No Fundamental Differences

The first great contribution of science to the solution of human relations consisted of the establishment of the common denominator of human nature. From the biologist, the anthropologist, the psychologist have come quantities of data which, added up, point to the conclusion that in all fundamentals men are alike. Today there is incontrovertible evidence that the physical structure of the human race is the same in all fundamentals wherever it is found, that there is a body of needs that is fundamentally the same throughout the race, and that there are ways of behaving in satisfying these needs which in all fundamentals are identical in all human beings. There are no fundamental differences among us—whether we are black or yellow or white; live at the poles, in the tropics or in temperate climates; are tall or short or narrow or broad; sleep in beds or on the jungle floor; read much or little or not at all; shoot with guns or with arrows; work with hands or with heads. We eat, rest, work, play, seek companionship, strive to achieve in ways which are

¹ *Encyclopaedia Britannica. 1944 Supplement.*

basically the same and in accord with our common human structure and needs. *Our differences are but variations of the common human nature we share.*

Long before the scientist produced his data to support the concept of the fundamental sameness of all human nature, the prophet, the teacher, the poet had proclaimed it:

Liberty, equality, fraternity!
A man's a man for a' that!
All men are created equal!
The brotherhood of man!
The common man!

Science has verified intuitive wisdom.

But we are different, and we tend to lose the significance of our common humanity in the face of obvious differences. We minimize the importance of the common base; we magnify the importance of the differences. We do this again and again in spite of tragic consequences. The explanation is simple. When each man's world is a small world he becomes so used to his own kind that any deviation from that to which he is accustomed looms large, seems queer—dangerous. For we distrust, we fear the unknown—and it is but a short step from fear to hate.

The problem ahead is the location by the scientist and the application by the teacher of techniques in penetrating below superficial differences to the common base on which understanding can be reached. We get a clue as to the possible nature of the technique from the way in which people of the widest assortment labor side by side forgetting differences in the face of disaster; from the way grief over a common loss is shared; from the way strangers turn to each other in their enthusiasm over a winning football team. Such times are often of short duration. When the threatened danger has passed, the old stratification of interests is resumed; when

grief is softened, aloofness takes the place of the temporary kinship; when the game is over, each goes his own way.

But such incidents point the way. They indicate that *it is through shared experiences in meeting fundamental needs that we feel the bond of our common humanity.* They tell us that all men must work to satisfy their wants; that no man must live solely by the labor of others. These are implications that the fundamental sameness beneath our differences holds for an era of peace.

The Nature of Differences

Thus far attention has been focussed upon our fundamental sameness. Individual differences have been considered only in their relation to the common base of our humanity. It is essential that the relationship should be kept in mind as attention is now turned to the direct consideration of individual differences.

Among the conclusions that science has reached as to the nature of individual differences, the following findings are selected as of most importance in their implications for an era of peace:

There is no significant relationship between variations of physical structure and mental capacity.

Whenever groups are compared in any trait, while the averages may differ, the amount of overlapping between groups is very great.

While heredity determines limits to capacity, the extent to which individuals develop is determined by the interaction of heredity and environment.

Differences in character and attitudes are profoundly influenced by environmental conditions.

Were the above findings accepted as guides in human relationships we would rule out of our thinking all ideas of racial superiority or inferiority. Realizing that

skin color and stature have no bearing on the way an individual's mind works, we would judge the worth of an individual in any quality on the basis of ability not as a member of a particular group but as a member of the human race. We would scorn to pamper our own egos by condescending patronage toward any group. We would blot out of our imaginations the revolting stereotypes which a cheap theater and literature have created to portray racial and national characteristics. We would search continuously for better techniques for determining the capacities of individuals and strive as continuously to provide the environment best suited to develop those capacities. When attitudes and behavior run counter to the good we would not condemn them as inherent and unchangeable but would look first to the environment for causes, seek to understand its bearing on the undesirable behavior, and set to work to improve it.

All this does not mean a denial of the existence of evil. No attempt to paint an idealized picture of human nature is intended. There are cruel, dishonest, selfish, mean people in the world. Furthermore, there are groups of people to which these adjectives apply more than they do to others. But, as the Russian proverb puts it, "The wolf is not bad because he is gray."

However, there would be no sense in denying that the wolf is gray. Undesirable group characteristics should neither be ignored nor condoned. They should be recognized. So likewise should be the causes which produce them. When a group develops undesirable characteristics the causes, in general, are found in the relationships that exist between the group and other groups. Undesirable relationships are produced by circumstances, frequently economic in character. If conflicts among groups develop, the weaker group responds

by submission, retreat, cunning or some form of aggressive behavior. The stronger group in turn responds by arrogance, disdain, domination, persecution. Both groups deteriorate in the process. Undesirable group behavior is the result of an interactive process which has its roots in false values. Desirable relations among groups will exist when the sources of conflict are resolved. This means the realization that different from does not mean inferior to and the conviction that differences among people can, through a cooperative process, be harmonized.

Slowly we are coming into some degree of mastering the techniques of dealing with human nature with a minimum of conflict. We are learning, for example, that good listening is a very important factor in harmonious relations. We are gaining control over the various techniques of communication. On the other side of the ledger we have not gone far in realizing that quantity and size are not necessarily a sign of quality. We still favor too much the big and the powerful. There is still too much talk of big powers and little nations. We give little more than lip service to cooperation as a substitute for competition. We do not quite trust ourselves to be able to live actively if the competitive drive were slighted. We are far from convinced in general that the artist's contribution may be more significant than the more utilitarian contribution. These attitudes are hindrances to an era of peace.

What has been said implies a set of values which places the conservation of human resources as of ultimate importance. According to this, achievement would be measured not in terms of material possession but in its benefits to humanity. One hesitates writing such words as these. They lend themselves so easily to the ridicule of the cynic. And yet the race is not without this ideal. Even today it is expressed no

only in words but in such actualities as honors bestowed for achievements of greatest benefit to the race. So long as the ideal exists there is every reason to believe that with increasing knowledge and skill its realization can be extended.

Science has already given us enough facts which if interpreted and applied would assure us an era of peace. We have, too, an ideal toward which to work. What we need is the will to carry on the patient research necessary to develop effective techniques of handling the differences.

Think what it would mean in the improvement of human relations if the same amount of time and effort were given to the problem that is given to the uses to which electricity can be put, to developing synthetic products, to devising new instruments of war! But we are just starting along the pathway of the scientific process in its application to human relations. For the most part we have just muddled along. Surely there is reason to believe that when we vigorously apply the methods of science to the problems of human relations there will be results, to some extent at least, comparable with those in lesser fields. The present world crisis is surely sufficient motivation.

Implications for the Teacher

If the phenomenon of individual differences holds certain implications for an era of peace, it likewise holds implications for those who would teach others. In the slow processes of education lies the only sure hope of progress. What are the implications for the teacher if it is assumed that in relation to individual differences an era of peace is dependent on the recognition of differences as merely variations in a human race, the divisions of which are fundamentally the same in physical structure, needs, and ways of satisfying needs? That the recognition of such essential kinship is de-

pendent on the sharing of experiences in meeting fundamental needs? That variations among human beings in physical traits have no counterpart in variations in abilities? That the theory of a superior race is a myth? That attitude and behavior are the result of the interaction of individuals and of groups? That undesirable attitudes and behavior exist largely through the interaction of groups under conditions which have their roots in false values?

To help children grow into the realization of their common humanity means day-by-day contact of children representative of many different backgrounds and sharing in activities essential in meeting common fundamental needs. Under normal conditions of life in the United States this is almost impossible. Many children go to school in remote rural towns and villages where families have lived for generations, where it is the exception when strangers move in. Day by day they become increasingly used to their own kind, like often in physical appearance, in manners, in politics, in religion, in point of view.

Perhaps the situation in the large American city is even more serious. The public school as a melting pot is today a myth. As population has increased and apartment houses have grown in size, the public school in any given neighborhood has tended to become homogeneous in both the economic and national background of its pupils. This is a condition most unfavorable to the development of peaceful understanding. As city gangs mark off the boundaries of their neighborhoods which can be crossed only at the risk of battle by gangs from across the line, we see the unhappy childhood manifestations of later adult conflict. This is a case where the school reflects society and finds itself almost helpless in meeting the problem. It is true that the shifting of populations as families have moved about to war plants or to the neighborhood of

army camps has somewhat alleviated the situation during the war crisis. But certainly we do not want to rely upon war as a solution for any of our problems.

For the teacher the situation suggests how important it is for him to become a student of our current culture, how essential that he realize the community forces that condition the life of his school, and how imperative that he be a responsible citizen working toward the improvement of the conditions which so deeply affect the success of his work. More immediately the situation means that he use all possible resourcefulness in broadening the experience of children with others. Interchange of visits among schools, playdays in which schools of different neighborhoods participate, city-wide councils of representatives from different schools, trips and excursions can do something to acquaint with each other children of different backgrounds. But these are no substitute for day-by-day mingling of different groups.

The problem of working together to satisfy fundamental needs under prevailing conditions is again very difficult. One needs only to read Miss O'Hara's *My Friend Flicka* and to follow the day-to-day life of the two boys at their western ranch home, where their contribution was a genuine one in meeting the fundamental needs of living, to realize how far removed from contact with the elements of life our school experiences are. The best we can do, particularly in a city situation, is far removed from the direct satisfaction of needs that all children should experience. Lacking fundamental experiences, using verbal symbols with little richness of meaning, there is little possibility of that supreme effort at accomplishment in a group which binds together its members in kinship. Too often we merely dramatize such experience.

None of this is any reflection on the

school or on teachers. It merely points again to how the school is conditioned by the culture that surrounds it; to the need of the teacher to understand and participate in the improvement of that culture; and to the necessity of the teacher to try in his more direct teaching efforts to use all his resourcefulness in making school life as genuine as possible. Constantly he needs to ask: How near to sources can children come in satisfying their needs for food? Purchase it? Cook it? Grow it? How near to satisfying their needs for clothing? Purchase it? Keep it clean? Repair it? Make it? How near to shelter? If old enough, can they help build some part of it? Understand the water, gas, electricity supply and keep them in condition? Make furniture and repair it? Help in housekeeping?

Of course there are gains to the individual in his personal development in such responsible activities, but beyond that is the appreciation and understanding he gains of his companions as he learns to know their fundamental qualities in vital action. Shared responsibility by children in important activities is a basis for adult sharing of responsibility. The more inclusive the group of different backgrounds—economic and national—the greater the opportunity for penetrating below the superficial differences to the fundamental needs and behavior patterns common to us all. The need for our finding the way to make this process the rule rather than the exception is very great.

If children are to know that variations in physical traits have no counterpart in variations in abilities, if they are to grow up free from the myth of a superior race, again the responsibility of the school is to provide the experiences for direct contacts with many cultures. The difficulties have been indicated. Once again the teacher has responsibility both as a person and as a citizen and more immediate responsibility

as a teacher. As to the first, he needs to live in accordance with the facts of individual differences; i.e., give no countenance to any form of racial, national, or religious discrimination, fight all forms of discrimination courageously wherever they occur, do his part in seeing that the curriculum and textbooks do justice to all groups, recognizing their contributions naturally and fully in their proper settings. In his classroom if direct experiences are limited through visual and auditory aids he needs to familiarize his children with others differing from themselves until they come into the realization that worth cannot be judged by superficial appearances but consists of qualities unrelated to these.

Fortunately there is no classroom in the land in which it is impossible to teach children that attitudes and behavior are the result of the interaction of a complex of forces, that undesirable behavior on the part of any individual or group has its origin in conditions influenced by false values. Not so much by words; indeed, to a very slight degree by words; but by the way in which behavior—good and bad—is viewed and treated. Every classroom holds the potentialities of a significant contribution to an era of peace. Unfortunately, the reverse, too, is true.

What are the characteristics of a classroom that holds within it the germ of peace? First, there will be respect for every individual in it—for every child, for the family of every child, for the teacher. This respect will be based not on authority, on age, on position, but on the sheer fact of one's humanity. The responsibility of making oneself understood to others and of understanding others will be practiced. The

strengths of the individual, his unique contribution to the group will be emphasized—and not his weaknesses. Competition will be minimized. The organization will be cooperative. Assignments will be allocated according to the ability of each member of the group to contribute to the project under way. There will be no promotion, no grades. Instead children will move forward from one task to another as these are successfully completed. The potentialities of every child will be studied, goals will be set with him, and records will be kept of his progress toward his goals. What he is able to do is the criterion against which his accomplishment will be measured. His individual powers determine what is expected of him, and he will be held to the best of which he is capable—no less, no more. When wrong-doing occurs, it will not be condoned, but responsibility will be fixed where it belongs. Children through such experiences will be led into the formulation of values which will serve as guides to conduct.

But the teacher—what does all this imply as to his role in the bringing of an era of peace? This has been indicated in what has gone before. It seems hopeless to attempt to draw a complete picture of the kind of teacher who will play an effective role in making an era of peace possible. Just two elements in the picture will be mentioned—the realization of the significance of his role, and the courage to play it. These make teaching a most hazardous occupation. The teacher, possessing these, becomes one in purpose and in dedication with the soldier on the battlefield. He finds but little ease in life. He becomes in truth "The Happy Warrior."

WE OURSELVES BELIEVE in the existence of a law of indirection. When fishing one does not cast the fly exactly where the fish seems to be but allows for wind and current. One does not aim directly for happiness. We should not work directly for peace, but rather to help create those conditions out of which peace can grow naturally.—By BERTHA E. MAHONEY in *The Horn Book*.

Children Are Different

Mrs. Ablen, who is director of the Walden After School Center, New York City, describes three children in her group, pointing out their individual differences and the potential contributions of these differences if wise guidance is assured them at home and at school.

YES, CHILDREN ARE DIFFERENT and it is their differences that make teaching a challenging and exciting job! And it is equally true that these differences make teaching a difficult and sometimes puzzling job! Also, because of these differences we must face the time element involved in the understanding and guidance of children. Although obvious physical differences are noted immediately and some discernment of inner differences may come quickly or intuitively, real knowledge about a child is gained through long-term observation. Thus it is that the more carefully we listen to children and the more willingly we step our tempo to theirs the more conscious we become of their varying confusions and the more skillful we grow in our recognition of their multiple potentialities.

We should count it a red letter day when we feel free enough and wise enough to help a child sense the unique possibilities that are his and his alone. To do this we need to be aware of the pressures that children are bearing and we need to know ways in which we can relieve these pressures that in the beginning have sprung from the home. This is a subtle and important task and cannot be accomplished in overcrowded classrooms. Too often we fail to reveal the fact that children are carrying burdens of anxiety that are far greater than they can stand. When this responsi-

bility is evaded we do not become the power that we should be in our communities. And the development of well-balanced personalities is brushed aside.

This year as director of an after school center I am viewing children more nearly as a mother would when they come home from school throwing off the restraints they have felt during the day and letting off steam in whatever way relieves them most. They come to the center directly from neighboring schools and stay until their working mothers call for them. Their day is long and as I observe these children with their deep-seated anxieties and their quick defenses I am more sensitive than ever to the ways in which we have failed them. So disturbed are these six- to nine-year-olds that the air is charged with their apprehension and mistrust. One needs to go to exaggerated lengths to prove to them that their block buildings, paintings, clay modelings, woodwork and whatever else they are making will be honored and will not be destroyed or discarded without the owner's permission. Only to the degree that they are able to accept the earnestness of this protection are they able to relax in their persecutions of one another and to share a little more gracefully the use of materials or the help of the teacher. Group feeling comes slowly in this highly charged atmosphere and it would be foolish to think that it could be superimposed. As one works for the eventual good will of giving and taking, it is expedient to recognize individual longings and to respect natural leadership.

Each child has a way of telling his story so that after a time we are able to fit the incidents together and say, "How like Mary that was" or "Tommy always hurries that

way." But how far do we discern differences? How genuine is our appreciation? If ever a child had a supreme right it is to be accepted for what he really is, not for what we might desire him to be. It is their unique characteristics that make children interesting and that make community living whether it be in the classroom or elsewhere colorful and possible.

Freddy Who Belongs to the Out-of-Doors

I am thinking now of Freddy. Were you to visit our center he would be among the first to impress you. He is our vagabond, curly haired and blue eyed. A shaggy, handsome seven-year-old, hungry for love and befuddled about life, he plays truant from school because to use his own words, "all the blackbirds and all the bushes and all the trees tell Freddy to come to the park." And reading is his tripping stone. He comes from school depressed and irritated, clothes rumpled and hands and face black. His first desire is to be left alone and any child who crosses him is defied with a lusty "Shut up!"

Later he finds an activity that gives vent to his pent-up rebellion. Often it is making figures out of plasticine and punching them full of holes with a stick. With wedgies too he finds release. One day he lined up all the small wooden animals as spectators to watch the tiny wooden people play a game of football. Finally he had the animals say, "This is very boring." And carefully he raised each animal to the highest peaks of a nearby block building and one by one—donkey, cat, horse, dog, sheep, goats and chickens—turned their backs to the people.

Another day a well-constructed highway was taken over by Freddy and on this he had the policeman wedgie threaten a little boy with reform school and the highway was turned into a 'reform school' highway over which the policemen and the

little boy travelled the long way to the reform school. In this play Freddy was very intense and would snarl at anyone who approached him.

Freddy is not inclined to stay very long with any activity that involves detailed planning but he quickly usurps the work of others to heighten his own fantasy play. A bridge once gave him the incentive for a dramatic suicide with the dash of an oncoming ambulance and its weird sound effects. Alice, a visiting ten-year-old, swung into the play and quickly built a hospital, "the largest in the world," to take care of the rescued man. Children's differences are invaluable to one another in spontaneous dramatic play.

John Who Is Fair and Accurate

Freddy's bosom pal is John in whom caution is overemphasized. John has a great fear of heights and though he is nearly eight years old he has not climbed higher than the second round of the jungle gym. About six months ago on one of the first days that I knew John I watched him swinging and saw that he scarcely lifted his feet from the roof floor. As I passed in front of him he said, "Look out, I might hurt you." A little later he announced proudly, "This is the first time that I've tried the swings." Now he swings gaily on the park swings and even has the courage to jump off while there is yet a little motion, but the jungle gym still frightens him.

John is very fair, very tender, and very conservative. He is the most daring with clay and models cowboys, pistols, soldiers and Japs. He enters affably into the fantasy play of others and in this is often a steadying influence for Freddy. John's salvation lies in his ability to hold out for what he feels is right. Other children recognize this fairness in him and seem to respect his judgment and decisions. He is frequently called upon to settle disputes.

John is never very abandoned. Accuracy is his fetish. He has a flair for creating thoughtful and studious postures in his drawings. There is no crowding in his pictures but rather a feeling of leisure and space. He is always a little behind in a fast-moving game. His body is cumbersome and he will never be fleet of foot but he is never left out. Other children like him.

Jean Who Has Talent for Designing

And there is Jean, eight-years-old, large for her years, volatile, exceedingly clever, willing to share ideas, seeing quickly into the weaknesses of others, using expressive terms, getting her ideas across, never at loss in dramatic play and fighting for what she thinks is right, often in physical combat. I can hear her say, "I want to hit her. Let me hit her. I have to hit her." But she is learning to check herself by giving words to her feelings. That gives the teacher a chance to say, "If you hit her she'll hit you and then you'll hit her back and she'll hit you again and nothing will be settled." She goes away muttering, "But I feel like hitting her. I think I will." However, after vehemently "talking things out" her need for a punch is considerably lessened and the blows are forgotten.

The center is more alive, more stimulating because of Jean. One day she picked up a piece of orange leatherette and designed a pencil case, fastening it with a bright blue button. Every child in the group followed suit. Another time Jean brought forth from her school bag a first grade book, opened it and meticulously followed directions for measuring and constructing a house. Some derogatory remarks about a big girl using a baby book were quickly rebuffed. Six colorful paper houses stood for over a month on our bookshelf as a memento to Jean's leadership.

Jean is as fluent with French as she is with English and one day I asked her to

teach me some French. She loved the reversed roles and wrote out ten English words and ten French words carefully going over the pronunciation of each and then saying, "There! some home work for the teacher." On the days that I had memorized my words she gave me an A. On the days that I forgot to study them she would say with immense satisfaction, "D in home work."

Often Jean comes into the center unsmiling and short tempered. On these days she works furiously for a brief while and then bursts forth with an anguished scream that is as strenuous as everything else she does. And she says quickly, "That wasn't me . . . that was the devil." Somehow it helps Jean to feel that it is the devil and not she that is getting the blame. But the devil is important. Why does Jean scream? One day as she sat sewing she gave vent to her emotions and proclaimed to anyone who would listen, "I have an awful teacher. She's always handing out D's. You should hear her, 'A D for you and a D for you and a D for you.'" And then Jean's voice became syrupy and she drawled out in imitation, "'And an A for you.'" Hastily she reverted, "She's always giving out D's." And repeated with heavy denunciation, "'A D for you and a D for you and a D for you.'" I remembered my home work and Jean's almost unholy glee as she had announced to the group, "Four days straight a D for the teacher in home work." It was one of those happy accidents that occur in teaching for I had really meant to be a faithful student.

Because They Are Different

I have introduced you to Freddy, John and Jean—three unique individuals. I have left much untold. I have withheld their home backgrounds and I have sketched only lightly their physical characteristics. Yet in these few swift sentences they have

(Continued on page 328)

By KENNETH A. BATEMAN

Let There Be Differences

Mr. Bateman describes an imaginary social studies class, points out that boys and girls in America's schools today live constantly under pressure to be like everyone else, and reminds us that children with abilities other than reading have as much right to be respected for them as for the ability to read. Mr. Bateman is professor of education at Northern Michigan College of Education, Marquette.

BY ALL MEANS let there be differences. Progress is a product of uniqueness. Individuals who have had unique personalities and abilities, waging an uphill battle against the mores of their period, have been responsible almost entirely for the advancement of political ideas, mechanical inventions, great changes in philosophical concepts and outstanding works in art, literature, science and music. Individuals who believed strongly enough in themselves or devoted themselves willfully enough to a mission, a cause, an ideology or the encompassing drive of an idea to step out of the restrictive channeling of the group pattern and reach for something which they saw to be different but good have made this a better world.

Since the days of Hippocrates, the Greek physician, men have been trying to classify each other according to their differences. Hippocrates believed that the predominance of one of the four humors in the individual's body determined his physical and mental makeup. His system of humoral pathology endured until the nineteenth century. The more rabid "Eugenicist" credited heredity with the powers of producing all observable differences. The psychology of stimulus and response of the "Behaviorists" made men into physiological

composites of their reflex arcs, constellations of reflex arcs and conditional reflexes. The "Gestaltist School" or its American counterpart, the "Organismic School," could not subscribe to the one relationship between stimulus and response. They regarded movement as a whole and the phenomenon and stimulus as a total system. Because they devoted themselves primarily to the investigation of human material, they were less concerned with classifying than with attempting to understand individuals.

The latest attempt to classify humans into definite compartments according to physiques and temperaments is the Harvard study made by W. H. Sheldon and reported in two books, *The Varieties of Human Physique*¹ and *The Varieties of Temperament*.² Here an attempt is made to classify all men into variants of three types of physiques and temperaments. He uses the terms endomorph (the visceral fatty type), mesomorph (the muscular active type) and ectomorph (the slender, sensitive type) as the basis for classifying individual physical constitutions. All of these may exist to more or less degree in one individual. He classifies them on a scale of seven for each component so that a well-balanced individual may be a 4-4-4 and an extreme type may be a 7-1-1 or a 1-7-1 or a 1-1-7. To this physical classification he attempts to correlate individual temperament as measured on a similar scale; again based upon three basic components—visceratonia, somatotonia, and cerebretonia. A person who is highly visceratonic (loves eating, is tolerant—the Uncle Elby, Santa

¹ *The Varieties of Human Physique*, by W. H. Sheldon, S. S. Stevens and W. Tucker. New York: Harper and Brothers, 1940. Pp. 347.

² *The Varieties of Temperament*, by W. H. Sheldon and S. S. Stevens. New York: Harper and Brothers, 1942. Pp. 520.

Claus type) is likely to correlate closely with the endomorphic physique and so on through each classification. If one is a mixed type physically, he is likely to be a temperamental mixture.³

The point of view which the writer is presenting is not a studied experimental conclusion but a common-sense attitude which the classroom teacher may consider. Whether or not we choose to associate ourselves and our thinking with any school of psychological thought, the fact still remains that boys and girls, men and women possess vast and identifiable individual differences. What do we do about them in our classrooms? Ignore them, attempt to neutralize them by striving toward a happy and balanced medium, or encourage them! It is my sincere belief that by a studied awareness of the individualities of the boys and girls in our classrooms and by wholesome encouragement of those characteristics which could be used for a positive and constructive purpose in this world the teacher is making his real contribution to society. I believe further that America has produced less than its share of the genius of this world. The genius of America has had a greater ability to adapt than to invent. We have been improving the average of our abilities but have not extended our extremities to the fullest degree of achievement and creativity.

Suppose you were the teacher of such a classroom of boys and girls as this one which Miss Morse faces every day. (Miss Morse is not a real person, but her reactions are real enough. The class itself is not a real class but if it were, what headaches and frustration Miss Morse would have had to endure.) As she marks her attendance book each morning this is what she sees:

Percy: A fragile, keen-eyed youth who rebels against any restriction or oppression of his personal liberty. He despises the sports of the

other boys and at recess time is likely to be sailing paper boats in the puddles on the playground or adamantly refusing to be shunted out of doors at all. He doesn't need to seek refuge from the world in active games. His world is not the world in which the other children dwell, but a world of imagery and imagination.

Louisa: A very old-womanish little girl who is an enthusiastic child. More than once her frankness and resistance against policy have presented difficult problems to Miss Morse.

Sammy: Extremely indolent in his actions and responses. Afflicted with St. Vitus Dance, he is constantly grimacing and twitching and making peculiar and disturbing noises. Sammy has a violent temper and when enraged displays it in its full unchecked vigor. Sammy learns so quickly with so little study that Miss Morse wonders how he does it.

Socks: The ugliest little boy whom Miss Morse has ever had in school. To add to the irritation which his unpleasant appearance brings to Miss Morse and the other children, he holds nothing sacred. He challenges everything Miss Morse says and is skeptical of everything he finds in his books. The self-assurance with which Miss Morse opened school in September was soon wiped out by the penetrating questions which Socks asks. The most annoying fact is that Socks is usually able to confuse Miss Morse and all of the other children by his argument and has facts in his head which Miss Morse hasn't ever read about.

Rosa: When the weather is bad enough out of doors, Rosa consents reluctantly to come to school. Much of the time in the spring she spends in the fields and woods gathering wildflowers. The other children like Rosa because she draws such witty caricatures of Miss Morse.

Horace: A thin, reedy-voiced little fellow with tight-fitting pants. Horace's father is probably out of work again. Miss Morse wonders if Horace will ever wear clothes that fit him. In spite of his impoverished home he learns quickly and has a superior vocabulary. In fact his extensive ability to play with words is just as likely to lead him to invent new forms of profanity which he uses with such frequency that Miss Morse has become steeled to it and neither blushes nor protests.

³ I mention this study in more detail because it has strenuously questioned the validity of educational efforts to socialize every child. It maintains that an extreme ectomorph with a high cerebretonic correlation cannot be socialized, and that it only causes an undue personality strain to force or encourage too vigorously this change in temperament.

Miss Morse has thirty-five children in her class. I mention these six because they provide the straw that broke the camel's back. It was during a social studies class that this incident occurred:

Percy has wandered away from his seat again and is lying on the floor with his head just as close to the radiator as he can get it.

Miss Morse: Percy, will you please go to your seat! We're ready to start our discussion. A courteous person is attentive when someone else is talking.

Percy: Aw, Miss Morse, I can hear all right down here. Besides I like it here better than in that uncomfortable old seat.

All that Miss Morse can say is a threatening "Per-cy!"

Percy remains where he is.

Horace: Let him stay where he is Miss Morse. You know, he's so damncussed stubborn he'll sit tighter than my grandpa's mule.

Miss Morse: Horace, how many times have I told you to watch your language?

Louisa: We would accomplish more if we ignored them. Let's begin our discussion.

Horace: Flagging Miss Morse with a flapping hands says, "Miss Morse, I have my paragraph on democracy ready. May I read it?" (After getting a nod from Miss Morse he proceeds to read.) "Democracy is not only a political idea it is a philosophy of life whose every phase is a direction toward the acknowledgement and fulfillment of the individual. It provides for every individual an equal right and an equal responsibility. Democracy embodies all the known good in life. It gives the united voice of the people powers equal to the wealthiest and strongest of men! It gives men and groups of men an opportunity to forge their own destinies; to direct and plan their own endeavours."

Miss Morse: Why Horace, that was very good. You didn't sound at all like the boy who spoke a minute ago.

Socks: Is this a good thing?

Percy: Rising into a sitting position. "Of course it is, Socks. It's a reasonable way of looking at things. Men will never get anywhere until all of them have equal opportunity in this world."

Socks: All of them?

Horace: Of course, all of them.

Socks: Miss Morse, do you really believe in the things Horace said in his paragraph?

Miss Morse: Why certainly I do! It is this kind of thinking which has made our country strong.

Socks: Do you really think that every group should have an opportunity to plan its own endeavours?

Miss Morse: Why yes, Socks.

Socks: Every group?

Miss Morse: Yes, every group! My but you are annoyingly persistent.

Socks: Even this group?

Miss Morse: That's a little different. You're too young to plan your own work.

Socks: Are we too young to learn also?

Miss Morse: No, of course not. You can learn the things which I plan for you. I'm trained to plan these things.

Socks: Did Mr. Schmidt, the cabinet maker, learn to make cabinets first or was he a plain carpenter?

Miss Morse: He was a carpenter first.

Socks: When he began to make cabinets and fine furniture was he as skilled as he is now?

Miss Morse: I suppose he made simple things first.

Socks: But he learned by trying more and more difficult things.

Miss Morse: Yes.

Socks: Do you permit us to make even simple plans?

Percy: What about it, Miss Morse? It sounds reasonable to me.

Horace: Socks, if I thought you believed what you say instead of knowing that you're probably just arguing because you love to argue I'd kiss your undogdugly face.

Miss Morse to hide her confusion and embarrassment goes back to see what Rosa has been doing. Rosa has shown no apparent interest in the discussion and has been drawing every minute since the period started. She glances over Rosa's shoulder and sees a most exacting caricature of herself with her left hand on the shoulder of a little boy in an attitude of benevolence and affection while her right hand is beating the backside of the exact duplicate of the little fellow. All she can do is snatch the paper away and tear it into bits.

Sammy, who has seen Rosa's drawing, rises and says in Miss Morse's defense, "I guess Miss Morse knows her business. She has been trained to teach us what we need to know. Every beating she has given me has made me learn something I might not have learned otherwise."

Louisa: Frankly, Miss Morse, I think it's time

we try to plan something for ourselves. My father says that unless you teachers stop treating us as little machines and treat us as little men and little women we'll never be able to do anything but follow the directions of others. We should have a chance to direct ourselves much more than we do.

Hearing this from an old-womanish little girl whose appearance seemed to lend weight to her words was the final straw. Miss Morse fled from the room and rushed to the principal's office where she tendered a raving oral resignation.

This classroom situation could never have happened because some of the characters lived centuries apart. You have probably recognized them before now. Each was unique in personality and ability, and each dared to deviate from the patterns of his time.

Horace Greeley, Percy Bysshe Shelley, Samuel Johnson, Rosa Bonheur, Louisa May Alcott and Socrates—what a troublesome classroom they would have made! We cannot even suppose that we have had any boys or girls during our teaching experience who have had the potentialities even to approach the greatness of the least among Miss Morse's pupils. However, time may expose some genius that we were unable to recognize. Our boys and girls live constantly under the pressures of having to be as like as possible to the others in the group. We follow the same fads, read the same books, wear the same kinds of clothing and can only be respectable if we do

what the others do, say what the others say and act as the others act. Even adults must keep up with the Joneses and be either Republicans or Democrats. Our schools have been patterned schools with patterned curriculums of patterned subject matter set out to be learned. We are changing, *certainly, but every important crisis jars us back into our original patterns.*

Perhaps you have had a boy or girl who was respected by his group only for his ability in music or art or science or history or athletics or manual dexterity or argumentation. He has as much right to be respected for any of these abilities as he has for his ability to read. Too frequently a good reader earns the admiration of his teacher to the extent that all other deficiencies are glossed over.

Let us recognize differences in ability, differences in interests, differences in physique, differences in temperament and utilize and develop them. We have recognized differences and cleverly directed them toward a center, a median or a norm rather than encourage their development outward toward the periphery of most complete attainment. Perhaps we have had too little time in the classroom or too little skill to foster uniqueness. To make our best contribution we must find the time and develop the skills necessary to nurture differences creatively. "Let there be differences?" Thank God for differences!

A. C. E. Annual Meeting

SECOND ANNOUNCEMENT

BECAUSE OF THE JANUARY 11TH announcement from the Office of Defense Transportation the tentative plans for the A.C.E. 1945 Annual Meeting, published in the January issue, have had to be set aside. A request for holding a restricted meeting is now before the War Committee on Conventions for consideration. The decision of this Committee will determine whether or not the 1945 Annual Meeting can be held. The March issue will bring you further information.

By CELIA M. STERN
and WILLIAM VAN TIL

Children's Literature and the Negro Stereotype

How literature can help children recognize differences in peoples of the same race is presented through brief comments about books on Negro children in the West Indies, Africa and the United States. Miss Stern is a teacher in the Detroit public schools and Mr. Van Til is director of publications for the Bureau for Intercultural Education, New York City.

TRIPPINGLY, we roll off the tongue generalizations on individual differences. All children are different, we say. We cannot treat one child exactly like another. Each person has his own needs, interests, concerns, problems. Each individual learns what he himself lives.

The generalizations are valid; with them we have no quarrel. Few indeed deny them save lockstep schools of curricular thought dreamed up in academic ivory towers. But the gap between our professions and our practices is still wide. In theory, we claim that central to the democratic way of life we prize is respect for the worth of each individual personality. In practice, individuals are too frequently submerged in generalizations upon groups. In theory, we recognize the uniqueness of each individual child. In practice, we frequently have "pictures in our heads"—stereotypes on people and their behavior. Even our scholars callously lump people into groups, treating them in talks and treatises as though group members were all anonymous particles in the same identical mass. Our recognition of individual differences too often does not interfere with our stereotypes.

This gap between professions and practices, this flaw in our logical processes haunts our approach to cultural groups. Stereotypes of minority groups are firmly encrusted in what passes for our thinking. Individuals are filed neatly under such categories as Italian, Catholic, Japanese, and notably, Negro. Most of us are too well acquainted with the stereotype of the Negro as happy-go-lucky, unintelligent, careless, unclean, musical, and so on. That such stereotyping is in flagrant contradiction to the concept of individual differences needs no pointing up. To break down such stereotypes and to help people to react to others as individuals, regardless of pigmentation, religious observances, arrival dates of ancestors, is one of the functions of intercultural education.

How can the teacher contribute to the breakdown of stereotypes? She recognizes that respect for human personality and recognition of individual differences are cornerstones of the democratic way of life. How can she help children to learn that all children are different? To take one specific aspect of the problem, how can she help children to recognize that Negroes are not all alike? She knows that direct instruction concerning race differences or similarities concerning prejudice and intolerance is a dubious procedure which risks infecting the child with the social disease, intolerance, which plagues adult society. She knows, too, that young children have no prejudices.

Rather than shrug off the problem or pass the responsibility to the high school

teacher, the good elementary school teacher recognizes that there are many indirect ways in which she can help. She can, for instance, practice respect for individuals in all of her relationships with students and parents. She can help through guidance and through casual conversation. She can create play situations which serve her ends. Among many other approaches she can use children's literature to help demonstrate that people are different. It is the latter approach, focussed on Negro children, with which this article is concerned.

During recent years there has emerged a slow but steady and important stream of books portraying realistically the diversity of Negro child life in a variety of cultural and geographical settings—world and American. That people differ and that there is no such thing as *the* Negro is the implied message of these stories.

Teachers familiar with the conventional stereotyped portrayals of Negro children have welcomed these newer books for their important contribution to a better understanding of Negroes; for the way in which they have added breadth, depth, detail, perspective, and dignity to the traditional literary picture of the Negro child. New vistas, sometimes strange and exotic but always interesting and exciting; many designs for living, often different and unfamiliar but reasonable in terms of their particular setting are revealed in these stories of Negro children of other lands. The children themselves, whatever the culture, whatever the setting are real, natural, individual in personality, yet kindred in the spirit of childhood. They speak many different languages. Their clothes, food, shelter, work, recreation, desires, ambitions, manners, and moral values vary with their surroundings. But whether they live in the West Indies, Africa, Brazil or the United States, they share in common the universal traits of all children.

Negro Children in the West Indies

The islands of the Caribbean are the scene of several charming stories picturing Negro life in the West Indies. Arna Bon-temps and Langston Hughes have given us *Popo and Fifina*¹, a poetically written story of child life in Haiti. The eight-year-old Popo and his ten-year-old sister, Fifina, live with Papa Jean, Mama Anna and baby Pensia in a country which is exotically beautiful. Flowering trees and shrubs of brilliant color, thickets of dense foliage, forests of palms, mangoes, banana trees and coffee bushes, bright-winged butterflies, birds of exquisite beauty, dark lizards scurrying among the leaves and grasses on the ground make up their familiar landscape. History, geography and climate have contributed to the fashioning of the way of life in Haiti. The language of the people is Creole French. Through the experiences of Popo and Fifina the American child reader is introduced to the intimate daily life of a typical Haitian family when Papa Jean and Mama Anna, peasant farmers in the mountains of Haiti, grown tired of life on their lonely hillside move their family to the little seacoast town of Cape Haiti. There Papa Jean becomes a fisherman and makes a new life for his wife and children. The tenderness of the family relationships is impressive in this story which also reveals much of the social and economic structure of the country.

In *Jamaica Johnny*² Berta and Elmer Hader direct attention to another aspect of life in the West Indies. On the British-owned island of Jamaica where great banana and sugar plantations provide work for the people lives happy little Johnny Morgan. Uncle Solomon O'Connor with whom Johnny has made his home on a little farm high up on the mountain since his own family died of the fever often re-

¹ Illustrated by E. Simms Campbell. New York: The Macmillan Company, 1932. Pp. 100.

² New York: The Macmillan Company, 1935. Pp. 90.

minds him that his father's ancestors served the great Henry Morgan and that his mother was one of the O'Connors of St. Ann's. Johnny is therefore held to very correct standards of behavior. He must hold his head high and may not beg from the tourists.

The number and variety of Johnny's pets are the envy of the American children who read this story—a pair of parakeets, a small burro, a black rooster, three hens, a goat, a pig, and three lizards. Johnny plays with his pets, earns money carving gourd rattles which he sells on market day, and enjoys the companionship of his friend, Boswell, another little mountain boy. His happiness is briefly shadowed by the occasional appearance of eagle-eyed Mr. Smalley, the truant officer, who comes over the hills in a vain attempt to round up the children for the government schools.

A tiny book with pictures, a legacy from his mother, finally awakens in Johnny a desire to read and write. He gives up his life as a mountaineer to go down to the plains where he becomes a banana boy on a plantation in order to earn enough money to go to school. Hundreds of men with their families live and work on the plantation which is owned by a big fruit company. Johnny lives in one of the company houses with the Robinson family, all of whom work on the plantation. He learns much about banana growing, becomes the hero of several dangerous experiences including a tropical hurricane and achieves his ambition when he wins a scholarship to the parish school. In a realistic story with colorful illustrations the Haders present an authentic picture of life in Jamaica.

Other variations in the pattern of island living are presented in *Island Boy*³ by Betty Holdridge, *Mouseknees*⁴ by William C. White, and *Sly Mongoose*⁵ by Katherine Pollock.

Andros Island in the Bahamas is home

to Jacket, a little boy who loves the rippling blue waters of the Caribbean and who dreams of the day when he will be big enough to go on a sponging voyage with his father, Major. The way in which the island people get things done through co-operative effort is described in *Island Boy*:

Now, on Jacket's Island, when a man was going to build a house or a boat or clear some land for a new garden, he decided to have what people called a club. That is, he and his family would get together enough food for a very large meal and make cakes and limeade and with much laughing and singing and their neighbors that there was to be a club. For miles around the neighbors would come, and with much laughing and singing and joking they would do in one day as much work as one man could finish by himself in a month. When it was done, the eating and drinking and singing would begin.

Jacket's dreams are finally realized. He sails as cook and cabin boy on his father's sloop, experiences the fascinations and hazards of a sponging voyage, discovers a rich sponge bed, learns how to dive for sponge and when the sloop sails to Nassau to dispose of its cargo he sees for the first time the big world of white people and their strange civilization.

Mouseknees is a child of the islands who is familiar with the ways of white people but who does not always understand them. He asks many apparently simple but really profound questions such as, "How big is big?" "When is mine, mine?" "What makes a general important, and in what way is he different from other people?" The ways in which he finds the answers to his questions, and his adventures as a table boy at a hotel in Tobago, West Indies, make an unusual and hilariously entertaining story. Mouseknees, however, is never the butt of the humor in the story and from

³ Illustrated by Paul Lantz. New York: Holiday House, 1942. Pp. 111.

⁴ Illustrated by Avery Johnson. New York: Random House, 1939. Pp. 144.

⁵ Illustrated by Kurt Wiese. New York: Charles Scribner's Sons, 1943. Pp. 78.

the many difficulties in which his curiosity involves him he always emerges victorious, with a smiling, childlike wisdom.

In Trinidad the fortunes of the people depend upon their work on the cocoa estates but when Sombo, whose real name is Lyo—the French patois way of saying Leo—tries to get work picking cocoa he finds himself competing for the job with Kindness, another boy of the island. Sombo needs to earn ten shillings to buy Mongoose, a white collie pup with one all-brown leg, for which his soul yearns. But Kindness is the grandson of Miss Myra who as cook to The Madam, wife of the man who owns the whole cocoa estate, wields enough power to deprive Sombo of his job. Trinidad and its people become familiar and friendly as the reader follows Sombo's many amusing adventures in his efforts to earn money to buy the dog.

Negro Children in Africa

To develop among children a friendly exploratory curiosity about the differences between peoples rather than unthinking rejection because the pattern of living does not happen to match the one with which they are familiar is a basic aim of intercultural education. *Boomba Lives in Africa*⁶ by Caroline Singer is not only a beautifully illustrated and exciting story of a boy's life in a native (Dimbas) African village but is in addition a perfect demonstration that a remote country and an alien culture with its peculiar customs and beliefs can be presented with objectivity and sympathetic understanding.

The similarities between seemingly disparate beliefs of different peoples are discussed frequently in this African story. Little Brown Boomba believes that this world is filled with invisible spirits but the author cautions the reader against laughing at the Dimbas' beliefs:

If you laugh at the Dimbas' beliefs you must laugh also at the beliefs of all kinds of

people all over this world. For a great many different kinds of people once believed that they could say magic words and that good spirits and devils would listen. If you laugh at the Dimbas' beliefs you must laugh also at a great many different kinds of people who are living today, for a great many different kinds of people still believe that, saying magic words, they can talk to good spirits and devils.

Two other stories which will add to the child reader's insight into African life are Elizabeth Enright's *A Congo Adventure, Kintu*⁷, a brilliantly illustrated story of a small African boy who conquered his fear of the jungle, and Alfred Joseph's *Sondo, A Liberian Boy*⁸, which depicts the life of a boy of the Vai tribe of Bendu, Liberia, and his adventures with his pet baby baboon.

American Negro Children in the North and the South

It is an accepted fact that within the United States, too, historical, geographic, climatic, economic and other variable factors have made their impress on the patterns of American life, resulting in contrasting or varying designs for living. To a greater or lesser extent we have sectional differences in manners, customs, belief, language and dress. That these same factors have made their impress on Negro American life also is not recognized as often or as readily. Scholars have deplored and extolled the infinite local variations in our constantly changing American language, yet many Americans continue to live with the notion that all Negroes uniformly speak in dialect.

Some of the contrasts in Negro living in Northern and Southern United States have found expression in a number of recent children's books. In *Sad-Faced Boy*⁹ Arna Bontemps presents a realistic picture

⁶ Illustrated by Cyrus LeRoy Baldridge. New York: Holiday House, 1935.

⁷ New York: Farrar and Rinehart, 1935. Pp. 54.

⁸ Chicago: A. Whitman and Company, 1936. Pp. 32.

⁹ Illustrated by Virginia Lee Burton. Boston: Houghton Mifflin Company, 1937. Pp. 119.

of Negro children in Harlem. Slumber and his two brothers, Rags and Willie, come to New York where they meet Daisy-Bee, a charming little Harlem girl who helps them to discover and explore the wonders of the big city. Local vernacular rather than dialect is used in this story.

Two Harlem artists, Ellen Tarry, author, and Oliver Harrington, illustrator, have created in *Hezekiah Horton*¹⁰ a gay and colorful picture-book about a Harlem boy who loved automobiles.

Stories about Negro children in the South are more numerous than those about Negro children in the North. A primary reader about a Negro school and the children who attend it is Emma Akin's *Booker T. Washington School*.¹¹ The book, illustrated with interesting photographs, stresses good citizenship and harmonious race relationships.

A simple social science reader about life in a southern rural community is *Country Life Stories*¹² by Elizabeth Tarry and Helen Whiting. The writers have applied the philosophy and techniques of progressive education to rural conditions and a background of simple community life.

A genuine pioneer in the writing of books about Negro children without the use of dialect is Eva Knox Evans whose four books dealing with the amusing adventures of Araminta and her friend, Jerome Anthony, are very popular with children. In *Araminta*¹³, *Jerome Anthony*¹⁴, *Araminta's Goat*¹⁵, and *A Surprise for Araminta*¹⁶ these two children enjoy the happy, everyday experiences of average normal children. The stories represent a realistic treatment of middle-class Negro life. For somewhat older children Mrs. Evans has written with her characteristic humor and freshness *Key Corner*¹⁷, a book based on her own experience in a Negro community.

Local dialect that is authentic is used in

*You Can't Pet a Possum*¹⁸ by Arna Bon-temps and Ilse Bischoff. The setting and experiences described in this humorous story of a little Southern boy and his dog who live in a cabin home in the hills offer an interesting contrast to the more culturally sophisticated and economically secure background of the Araminta and Jerome Anthony stories.

Life in the South as experienced by two children spending the winter with their grandmother is presented in *Persimmon Creek*¹⁹ by Nellie Page Carter. Negro folk songs add interest and atmosphere to a story told with sympathy and sincerity.

A new kind of realism in the treatment of stories about Negro children is achieved through the medium of photography in two recent popular stories—*The Flopped Hound*²⁰ by Ellis Credle, a simply told story of a little Negro boy who was adopted by a lonesome hound dog, and *Tobe*²¹ by Stella Gentry Sharpe which describes with simplicity, spontaneity and naturalness the life of a six-year-old boy and his family on a farm in North Carolina. Both books are illustrated with unusual and charming full-page photographs.

*Junior; A Colored Boy of Charleston*²² by Eleanor Frances Lattimore has for its locale a more urban Southern setting. Junior and his sister Rosalie earn money in a variety of ways when their father loses his job in this story which reveals much of

¹⁰ New York: Viking Press, 1942. Pp. 39.

¹¹ Oklahoma City, Oklahoma: Harlow Publishing Company, 1938. Pp. 219.

¹² New York: E. P. Dutton and Company, 1932.

¹³ Illustrated by Erick Berry. New York: G. P. Putnam's Sons, 1935. Pp. 84.

¹⁴ Illustrated by Erick Berry. New York: G. P. Putnam's Sons, 1936. Pp. 88.

¹⁵ Illustrated by Erick Berry. New York: G. P. Putnam's Sons, 1938. Pp. 92.

¹⁶ New York: Grosset and Dunlap, 1941.

¹⁷ Illustrated by Erick Berry. New York: G. P. Putnam's Sons, 1938. Pp. 206.

¹⁸ New York: William Morrow and Company, 1934. Pp. 120.

¹⁹ New York: Longmans, Green and Company, 1938. Pp. 277.

²⁰ New York: Oxford University Press, 1938. Pp. 61.

²¹ Chapel Hill: University of North Carolina Press, 1939. Pp. 121.

²² Illustrated by the author. New York: Harcourt, Brace and Company, 1938. Pp. 129.

the economic life of Southern Negroes. Again we have a story that offers an interesting comparison with *You Can't Pet a Possum* and *Araminta* and *Jerome Anthony*. Each of these three stories represents differences in economic levels and in social and environmental settings.

Many misconceptions about the Negro have resulted from the plantation stories of the past which treated with benevolent but condescending paternalism the relationship between the masters and their "darkies" and "pickaninnies." A refreshing deviation in manner and content is the contribution of Eleanor W. Nolen in her three stories, *Cherry Street House*²³, *A Job for Jeremiah*²⁴, and *A Shipment for Susannah*.²⁵ An authentic picture of plantation life at Mount Vernon after the Revolutionary War is described through the experiences of Susannah, slave maid of Mistress Nellie Custis' granddaughter, and Jeremiah, a young slave boy. Teachers may be interested in linking such books with

*George Washington*²⁶ by Parin and Ingrid D'Aulaire.

In a country dedicated among other things to the idea of cultural democracy, teachers and parents are eager for more books of the kind discussed here, books which not only offer the child a fine literary experience but which may aid in the process of facilitating cultural interchange and in modifying attitudes based on emotional preconceptions. Inasmuch as prejudices are too often based on incomplete evidence, it is hoped that these books may help to break down the uniformity of the Negro stereotype and to develop in children an appreciation of the individuality of Negro personality and an awareness of the numerous influences that produce individual differences.

²³ Illustrated by Vera Neville. New York: Thomas Nelson and Company, 1938. Pp. 193.

²⁴ Illustrated by Iris Beatty Johnson. New York: Oxford University Press, 1940. Pp. 80.

²⁵ Illustrated by Erick Berry. New York: Thomas Nelson and Company, 1933. Pp. 82.

²⁶ Illustrated by the authors. New York: Doubleday Doran and Company, 1936.

Favorite Child

By RUTH SILVIA PARK

She isn't pretty; and she makes no bid
For my attention—never seems to mind
Or notice when I give an extra smile
To this one who, having as he proudly says,
"Two mothers and two fathers" of his own,
Has really none at all; or to that one
Whose mother often sits and stares all day
Forgetting his existence.

Yet how many times
She buttons leggings, ties hair ribbons, sashes, shoes,
Or puts the chairs in order, no one knows.
Sometimes she gathers all the littlest ones
Telling them what she knows of books or song.
Sometimes after the others have gone home
She flings in the direction of my cheek
A fleeting kiss.

Better than this, she owns
The gift of mirth. Some lovely instinct tells
Her when to laugh at life and when to shed
The sympathetic tear. I needs must love
This natural grace.

How often have I felt
The bubble of my self-importance break
Before her gusty laughter. Now I look
For that pin-pointed dimple in her cheek,
That I may laugh with her—the favorite child.

Child Care In China

Dr. Gesell reports recent activities in giving aid in child care to the Chinese through a publication service and notes the work of Professor Huang, an outstanding Chinese child psychologist. Dr. Gesell is director of the Clinic of Child Development, Yale University School of Medicine.

THE CHINESE PEOPLE have shown an eagerness to acquire knowledge which may help them in the care of their children. The Advisory Committee on Child Care of United China Relief is rendering valuable assistance in meeting this interest. An associated committee on publications, the State Department and the Office of War Information have cooperated in providing and sending micro films of books on child care and child development to various centers in China. Now that parcel post facilities are available, the books themselves are also being sent. A similar service has been put into operation by the National Council of American-Soviet Friendship, Inc. Such intercultural exchanges, especially in the field of child welfare, should do much to strengthen the bonds of unity between the united nations.

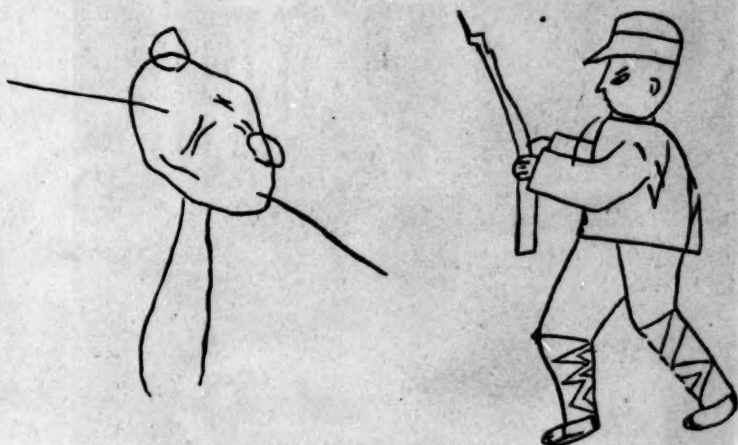
The splendid spirit of the Chinese people is revealed in the manner in which their leaders pursue their scientific and educational works

in the face of the enormous difficulties of war and of economic dislocation. This is illustrated in the career of Professor I. Huang whose death has just been announced.

Professor Huang came to America in 1927 and took postgraduate training in the fields of psychology and of child development at Leland Stanford and at Yale. On returning to his native country he became professor of educational psychology in the National University of Chekiang, Tsunyi, Kweichow, China. Under the ruthless impacts of the Japanese invasion and bombing, faculty and students had to flee into the interior. The university made four nomadic removals, across uninhabitable areas and barren mountains. Despite incredible hardships and primitive living conditions, teaching and investigation were continued. Professor Huang completed for publication in the U.S.A. a series of experimental studies dealing with children's conception of causality, perceptions of form and color, child animism, etc. He wrote, in Chinese, a book on the psychology of children's drawings which, by the way, showed a remarkable similarity in the artistic productions of Western and Chinese children. He also established in Hangchow an experimental nursery school, pictured in the illustrations on pages 312 and 313. We may well feel proud to have such a valiant people as one of our allies.

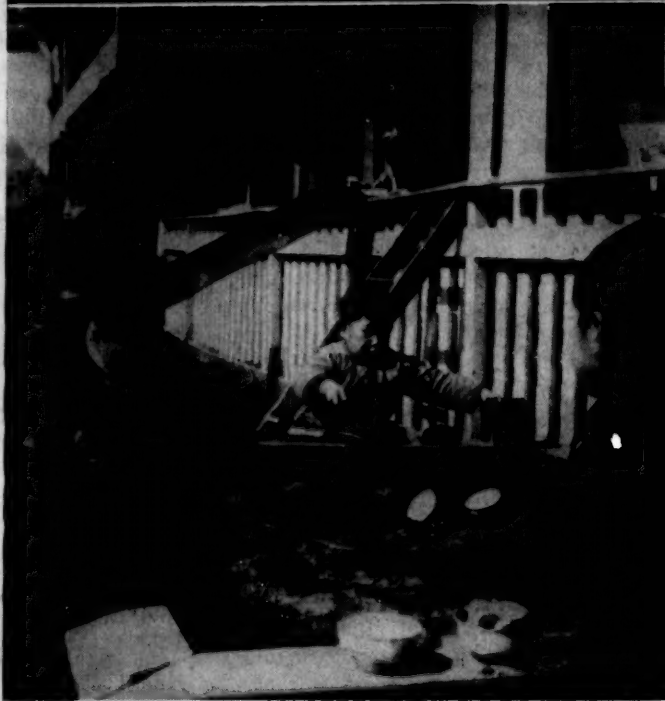
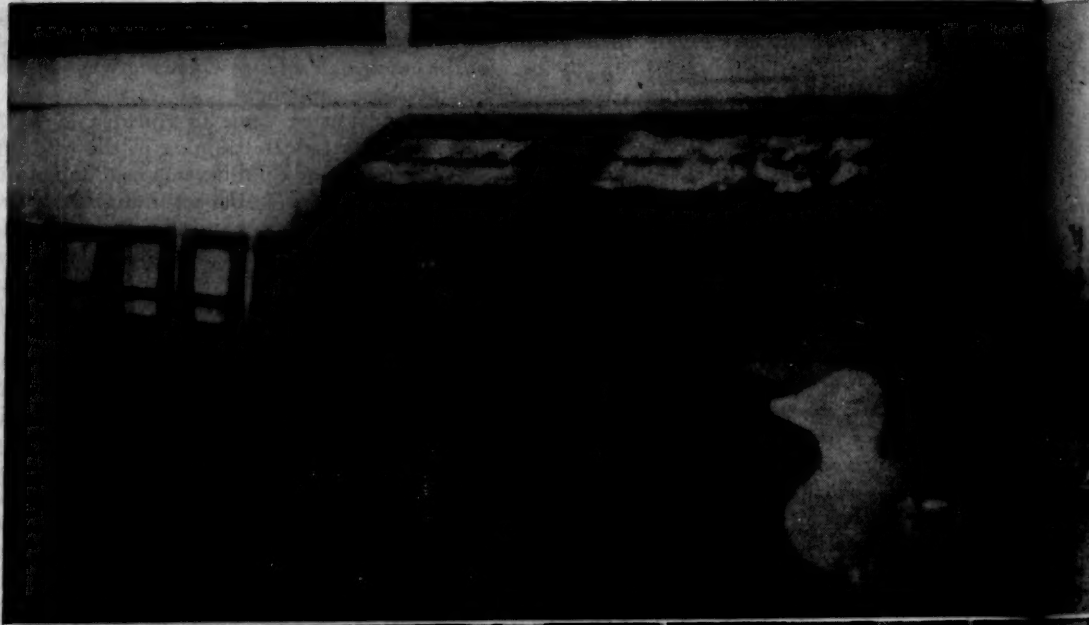
A Chinese child
age four years
draws a man

A Chinese child
age ten years
draws a soldier

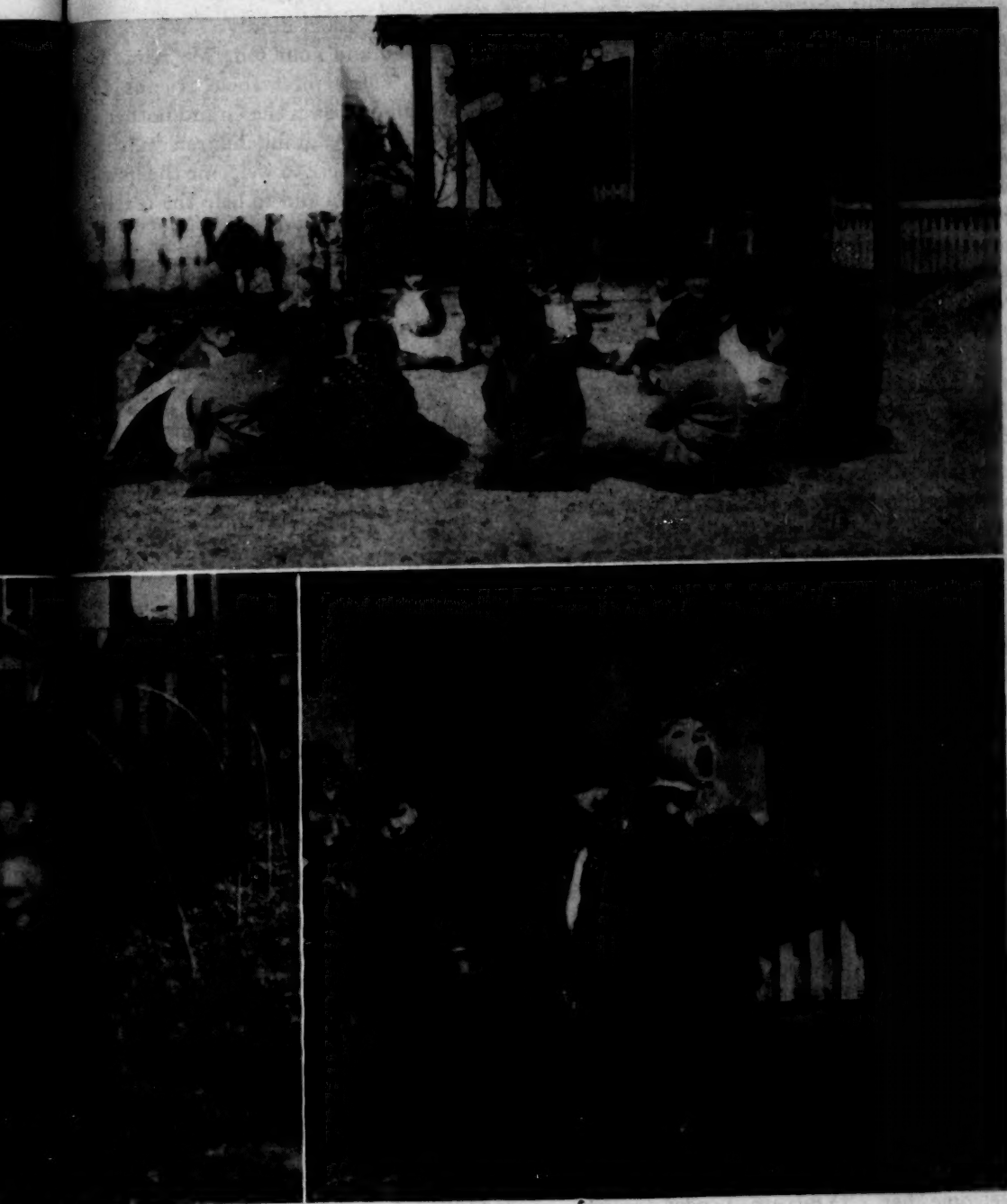


From "The Psychology of Early Drawing," by I. Huang. (Shanghai Commercial Press) 1938

An Experimental Nursery School



ser School in Hangchow, China



Photographs contributed by Arnold Gesell

Grouping and Individual Differences

Grouping as an important means of making possible the best development of the individual is receiving more and more attention. In this article Mrs. Van Dorn, teacher of kindergarten and first grade in the Bronxville, New York, public school, describes anecdotally the many possibilities for grouping in a school that considers child development its most important responsibility. Such groupings as she describes demand imagination, flexibility and careful guidance on the part of all who live and work with children.

A GROUP OF WHITE-HAIRED WOMEN sat knitting and visiting in the foyer of the school. It was a gay, cheerful place. Bright chairs were there and pictures to catch the eye. On a table lay some picture books. On a shelf nearby were catalogues of children's toys and books. There were scrapbooks containing helpful hints for children's parties, children's rooms, children's games. A low bookshelf beckoned the youngest children and over in a corner were dolls and trains and things to make newcomers feel more at home.

Children of all ages flocked through the big front doors. "Hello," they called as they passed the women. "Don't forget you're coming up to show us how to make those old-fashioned cookies today!" "Remember, you promised us you would tell us some stories about when you were a little girl."

"The women smiled and nodded to the children. "We won't forget," they said.

A stranger entered the door holding a little boy by the hand. One of the women put down her knitting and stepped over to welcome her. "You are a new mother,

aren't you?" she asked kindly. "We are so glad to see you and your son. My name is Mrs. Davis. Please meet these friends of mine. We call ourselves the Grandmother's Club. We all have grandchildren in this school and we are here to welcome the newcomers to our school and to help the teachers and children in any way we can. What may we do to help you?"

How different this greeting to strangers new to the community and the school from that often given them! No waiting in line to register the children. No impersonal handing out of blanks to be filled in, no closed doors. Instead, friendliness and warmth, welcome and at-homeness. Why this difference and how did it come about? We shall let one of the grandmothers explain.

In this school we will want to know many things about your little boy before we know where he will do his best work. We believe that the most important thing is for him to be happy. We know that if he is happy and feels at home he will do his best work.

Here come two of our eight-year-old boys—Tom and Sam. They have been building a playhouse in the schoolyard for the five-year-olds. They would like to have Bob go with them. They will feel responsible for giving him a good time. They have welcomed newcomers before. After a while we shall join them.

Would you like to see the building and know some of the things that go on here? First, I will take you to the science room where a group of ten-year-olds are taking charge of another newcomer. They are letting him help them care for the squirrels and rabbits.

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We like to initiate our new pupils in small groups first. It is easier to go to a new room if you have made one or two friends first. Your little boy will have something to share with the children because he has been working with them. It will help him get through the first few trying days.

We try to find out as much as we can about our children before we place them. We know that people work well together if they have interests in common. I can talk to you because we have our motherhood in common. So it is with children. Because your Bob likes to build we will put him in a group where there are other builders.

You say he likes music. We must think of putting him with children who have musical interests and a teacher who can emphasize this part of the program. If your boy is physically vigorous we think it is important for him to be with children who like sports. If he is weak physically we must see that he has an opportunity to develop interests along that line with children who will not take him along too fast. We are trying to build groups of children who can work well together because we know that learning to work with others is such an important part of life.

We try to keep a balance in our groups so that there will be no "gang" spirit or "gang" pressures on minorities or on individuals. We want our children to be free to live generously and understandingly with others. We want them always to feel free to be themselves.

We try to give our children experience in working with both younger and older children. We think it is important for older children to learn to respect and understand younger children. That is why you see that group of older boys helping the younger ones make a shed for their tools. Those older girls are teaching the younger ones to knit. Groups of all ages

will plan a school festival together. Children of all ages work together to plan the buying, preparing and serving of food in the school cafeteria. You will see student groups meeting to discuss such things as the use of the playground equipment. Those big girls are in charge of the little ones who stay at school for lunch. They are learning to help them with their choices of food, their rest and their story hour.

I will show you one of the classrooms where children are at work. You can see that classes here are overcrowded. We know there are too many children in this room but you can see how the teacher has arranged the room to help the children. That screen shelters a little reading group. They are learning to read a story. After a while they will read it to the large group and make a play from the story. The bookshelf over there gives a sense of privacy to the group planning a play.

Our teachers have tried to work out a flexible schedule so that children can work in smaller groups part of each day. A staggered afternoon session helps by making it possible to divide the class. One-half of the children come back in the afternoon at twelve forty-five and go home at two. The other half come back at two o'clock and stay until three fifteen. This bulletin board shows what is going on in the small groups during the day.

Pat, Helen, Sarah and Jane will measure all the dry ingredients for our cake.

Tom, Laura, Peter, Susan, Edgar, will write to the absent children today and tell them something funny that has happened this week.

Constance, Donald, Jenny, Jean, Tony will find some stories about bears.

Charles, Betty, Sarah, Bob, will meet at nine o'clock to practice telling time. They will have charge of arranging our program this week.

Bob's committee will report on all the things they found out about our stones. They will arrange the stones.

Marjorie's committee will measure the tables and make some table cloths for our party.

Barbara, Grace, Mary, Evelyn and Caroline will read today at ten o'clock.

Bob's committee will make cookies for the sale. Please meet and write down all the things you think we must buy. You will find recipes in the cookbook, *Cooking Is Fun*.

Bob, Larry and Jean are going to help the kindergarten children measure their garden space. You will need some practice in measuring before you go. Please bring your rulers and yardsticks to a meeting at nine o'clock.

The girls who are making rugs for the doll house will dye cloth at ten o'clock.

Doris, Ruth and Mary will work on the classroom calendar today.

I have been so glad that my little grandson could come to this school. The teachers in this building value friendship. There is a spirit of fellowship that children must absorb. There is a gracious and relaxed atmosphere. The teachers take time for friendship. That is important for children to see.

I remember how different it was when my son went to school for the first time. Each room was a separate world of its own. The children in that room had no contact with children in any other room. They had no responsibilities outside that closed door. It is the way some nations have tried to live.

I think the teachers in the old school wanted children to be friendly, but there was never any time for friendship. I think they didn't see that children learn through experience. They didn't understand what

an important thing it is for children to see fine adult living patterns. I don't believe they realized that children must live in an environment where adults take time to share experiences and to help one another. I don't believe they knew how important it was for children to live in different kinds of groups so that their differences might be developed just as their likenesses were.

In this school Bob will have a chance to become well acquainted with his classmates. He will stay with his friends more than one year but not long enough to make it hard for him to make new friends. His teacher will stay with the group more than one year. In this way we try to avoid the waste that comes from too frequent changes. We do, however, watch carefully to see that children have opportunities to learn to work with new children, so Bob's group will be changed from time to time as he goes through the elementary school.

We want him to have the security that comes from working with children of similar tastes and similar background, but we also want to be sure that he has many opportunities to work with children of different background and different tastes. We know that we must help him to become a good citizen who understands, appreciates and respects others who are different. By giving him opportunities to work in many kinds of groups, the school prepares him for his adult responsibilities as a citizen of the world.

♦

"... the teacher is the most important factor in the success of the program, for the teacher who works in a play center today is perforce a pioneer . . . It is important to choose teachers who seem stable enough to take the hardships of irregular hours in their stride; who believe that all creeds and races can live together; who feel that time, effort and affection given to children are not lost. They must have some ingenuity and resourcefulness and not be 'stumped' if materials are not exactly what they would choose. They should be able and ready to work with their hands. Above all else, they should be people who like children and who understand them."—From *School's Out* by CLARA LAMBERT (Harper and Brothers).

By MARIE M. HUGHES
and VIVIAN K. COX

Parents Report To Teachers

How parents and teachers in a war industry area cooperated in reporting to each other information concerning the growth of the children. One of the important outcomes was the parents' awareness that there is no average child and their acceptance of the individuality of their particular child. Mrs. Hughes is curriculum coordinator for Los Angeles County schools and Miss Cox is supervisor of the Bellflower School District, Bellflower, California.

WAR! PLANES NEEDED! Ships needed! Manpower needed! The result of all this was a voluntary movement of population on an unprecedented scale. Men with their families flocked to the centers of war industry. Southern California is one of the greatest of these centers and Bellflower, a residential area of some twelve thousand, found itself wedged between expanding Consolidated-Vultee Aircraft Corporation on the north and Douglas Aircraft Company, Incorporated, on the south. Practically overnight the adjacent spinach gardens and alfalfa fields were transformed into housing lots. Foundations were laid, concrete poured, and frames erected on an assembly-line basis. Week by week the landscape changed. Row on row of houses grew, distinguished from one another only by ornamental shutters painted different colors, with added differentiation gained by use of unique shading. Because of the shortage of steel for pipe and the increased use of gas for industrial purposes, another common denominator was the black oil drum perched outside each house.

Today Bellflower has a population of thirty thousand. What has been happen-

ing to the schools during this period? It is obvious that there has been an increase in average daily attendance (September 1942, 1,710-June 1944, 2,483) which has necessitated additional teachers and schoolhousing facilities. It is an understatement to record that the years 1942-43 and 1943-44 were strenuous. Building priorities had to be secured, financial aid sought from the federal government, classrooms used for double sessions, nursery schools opened, and child care centers established.

With all of these problems and responsibilities, the far-sighted superintendent¹ continued to hold that the primary responsibility of his office was the maintenance of a fine educational opportunity for each boy and girl in the community. Such a program is impossible without continuous study and discussion on the part of the school staff; hence this district continued to hold teachers' meetings, workshop sessions, and study groups for parents. This report describes the problem explored by a study group in a series of five meetings.

The teachers of first and second grades faced the perennial problem of reports to parents—how to describe the growth of the young child so that the parents could see active Charles, belligerent Susan or shy Mickey learning the ways of democratic group living and acquiring the skills demanded by our culture. The exigencies of double sessions required that the teachers meet in two sections. Those teaching in the afternoon met as a group in the morning and those who taught in the morning met in the early afternoon.

This schedule presented a problem when

¹ Harry A. Lintz, Superintendent of Schools, Bellflower, California.

the parents requested that a study series comparable to the one held the previous year be organized. As it was not possible to schedule another meeting during the weekly visit of the coordinator², the superintendent proposed that the parents join the teachers in their discussion of report cards. "Perhaps," said he, "they have some ideas regarding what they should like to have reported about their children."

"How can we meet together?" asked Miss Doe. "The parents won't know what we are talking about. They can't understand the terms we use."

Miss X said, "The farther I can keep from parents the better I like teaching school."

However, Miss Z replied, "It may be worth a try because it gives us a chance to tell the parents what we think is important for children."

The supervisor, as supervisors should, opened up the real possibilities of such collaboration when she asked, "May not the parents have something vital to tell us as well as we have something important to tell them?"

The parents responded gratefully to the invitation to join the teachers. Only one parent expressed fear of talking freely before the joint group. During the series fifty-two different parents, representing all of the schools in the district, were in attendance with an average attendance of thirty-five divided between the morning and afternoon sections. More than half of them were present at all of the meetings. The earnestness of the parents may be concluded by the fact that some would come dressed for their war work and others would stop on their way home from work. Still others would enter late or leave early because of the schedule of multiple meals necessary to provide for the various working members of the family. The explanations accompanying such incidents and the

informal conversations in which mention of inferior housing; households overcrowded with the addition of male relatives from other parts of the country, and the difficulty of maintaining eating, sleeping, and bathing routines, constitute a valuable part of the parents' report to teachers. These reports increased the teachers' understanding of the abnormalities attending dislocation of family life caused by employment in war time industries.

The first of the five meetings opened with a direct question to the parents, "Do you want a report on the progress your child is making or do you want a report of your child's rating in reference to other members of his group?" The response was interesting and immediate. Only one parent wanted her child rated in relation to other children; however, in a chorus they assured us that they didn't like the card now in use with its markings of satisfactory, improving, unsatisfactory.

"It doesn't tell enough," said one.

"I don't know what satisfactory means," spoke another.

Then the blow fell. "What I can't understand is how a child can get all S's on his report card and then fail his grade."

The parents sat back and dared the teachers to answer. The teachers looked at one another in consternation and the leader softly said, "There appears to be a real problem in reporting progress of children so that it is meaningful to all. What do you really want to know about your child?"

As the discussion progressed it became clear that parents were concerned with the development of their children in other aspects of living than that of learning to read, to write, and to use numbers. They wanted their children to learn to work and play together, to take responsibility, to use

² The Los Angeles County School Office has recognized the problems of the district and furnished the services of a curriculum coordinator one day a week.

initiative, to show curiosity, to be happy, to be physically strong. These aspirations were not always expressed in the terms used above but no one listening could doubt what was meant. With the expression of these desires the parents made their initial report to the teachers and the problem for the succeeding meetings was set. How could growth in these various aspects of living be described?

The Parents Study Their Children and Report to the Teachers

The succeeding three meetings were devoted to evolving a description of the characteristics—social, physical, mental, emotional—of children five, six, and seven years of age. Each member of the group was provided with a lapboard on which she could write on the study sheet as work was carried forward. A large blackboard at the front of the room was used to record the suggestions of the group. The procedure consisted of an analysis of each area of growth and development with a description of the concrete behavior which could be expected from children of the different ages. An example of a partially completed study sheet will clarify the method used:

During these meetings the parents continued to make their reports to teachers. It was very easy to learn of the parental expectancies regarding the children. For example, Mrs. Blank said, "I believe in all that we are talking about here, but I want you to know that Henry (five years and eight months) must read as well as his cousin."

Mrs. H remarked, "I can't bear to have Lucille a tomboy." Now Lucille was a little girl with fine muscular coordination, skilful in using the horizontal bars, broad jumping, and exhibiting other types of physical prowess. These abilities were beginning to gain for her real status among her playmates.

Mrs. X regaled us with the story of the temper tantrums of her young Jim and the commotion caused in the household by his outbursts. This report was a real surprise to the teacher who had Jim because she knew him as a retiring child who showed great anxiety to please. It was discovered that he was the oldest of three children, the last two being preschool children and very close together, with four years difference between him and his older sister. Poor Jim had had to do something to gain the attention of his family. At the same

DESCRIPTION OF CHILD'S GROWTH AND DEVELOPMENT

Areas of growth and development	Age of Child		
	5 years	6 years	7 years
1. Social			
Taking turns.	Can't wait too long before acting.	Continues to want to participate without too long a wait.	Can wait a turn without much uneasiness. Span of attention appreciably lengthened.
Making and carrying out of group plans.	Slight interest and ability. Must involve few steps and immediate execution.	More interest in activity of total group.	Beginning to carry plans over from day to day.
Respect for and care of property.	Still finds it difficult to recognize ownership. Inclined to pull, grab, or take.	More aware of personal rights of owner, and is developing further the concept of community ownership.	Continues to grow in recognition of personal and community rights. Uses language more freely.

time he had lost confidence in himself and developed overanxiety to please the adults in his environment.

Another mother insisted that her son of just six years of age was very, very anxious to learn to read. He liked cowboy stories and had to learn to read well in order to read them for himself. She said, "At home he wears his cowboy suit all the time and uses his play gun. He plays all sorts of games and goes about just as the cowboys do. His father is very proud of him." The teachers knew this boy as a boisterous, uncooperative kind of individual who grabbed and pushed and yelled when anything went wrong or when he wanted something. Poor fellow, there was a great deal of learning in store for him.

Another report that interested the teachers greatly and furnished insight into the environment of many of our children came from a young woman with three children in school—one in kindergarten, one in first grade, and one in second grade. She was married to a man from Holland who was somewhat older than she. She told the teachers that at times she was somewhat worried because the father expected too much work from the children. Each child had his own home duties which were really quite arduous and allowed them little time to play with the children in the neighborhood. Also, the father wished the children to practice thrift in the same manner as they had in the old country. They had to wear their shoes a given length of time or go without. They had to eat everything placed on their plates. The mother felt that the children were beginning to be a little resentful. She didn't know quite how to handle it. She said, "My husband wants his children brought up exactly as they were in the old country." The teachers knew them as restrained children who did what was asked of them without particular enthusiasm. The oldest one was beginning

to develop definite sullenness. Smiles and laughter were infrequent with these children.

There were other reports that were helpful. For example, the teachers were surprised to learn of the number of children who were taking music lessons—piano, violin, guitar and, for one child, the flute. It was easy to see how these lessons and the practice they entailed were a strain on such young children and, also, made inroads on the time they had for the natural exploration of their immediate environment.

As the significance of these reports was realized, it was a short step to a unanimous decision that parents have a report to make to teachers as well as the teachers a report to the parents.

The parents wished to have much more information about their children than could be placed on any known report card. It was decided, therefore, that the conference method was the only way in which a proper report could be made to parents. To make the conference most worthwhile, the conclusion was reached that the parents should bring in a report to teachers based on a prepared outline. This reporting system was designed for use twice a year, with the understanding that at any time the teacher could get in touch with the parent or the parent come to the teacher. It was recommended that these extra contacts be sought to report unusual progress of the child, as well as for discussion of so-called problem behavior.

A committee of teachers (parent representatives could not find the time for the necessary meetings) was appointed to draw up a tentative guide for the parents' report to teachers. The outline was submitted to the entire group of parents for discussion at the last meeting. The accepted guide for use by parents when reporting to teachers asked for this information:

PARENT'S REPORT TO TEACHER

Name of child

Date of report

Out-of-School Activities

How many children live near your home and play with your child?

What age range is represented in the group?

Where does the group usually play?

What games appear to be favorites?

Is your child able to spend much time with grandparents or aunts and uncles?

Explain the above question.

What movies has your child seen the past month?

When does your child usually go to the movie?

With whom does he usually attend the movie?

What are your child's favorite radio programs?

What regular chores or work in house, yard or garden does your child have?

What are the animals with which your child has frequent contact?

What are his favorite storybooks?

Who reads to your child?

When is he read to?

How often is he read to?

Check the experiences your child has had in the last half-year: Trip to the beach _____ Trip to the mountains _____ Trip to a zoo _____ Ride on a train _____ Ride on a bus _____ Visit to large department store _____

What other experiences has he had that you think important?

Child's Common Emotional Reactions

Does your child cry easily?

Under what conditions does he seem worried?

What fears does he seem to have?

What brings on temper tantrums?

When things go wrong, what comforts your child or gives him the most satisfaction?

Health Habits

How many hours sleep does your child get?

What is his regular bedtime?

What time does he get up?

With whom does he sleep?

Does he have regular habits of elimination?

At what time does elimination usually occur?

Does your child take responsibility in regard to washing hands, brushing teeth, etc.?

What foods does your child like especially?

What foods does your child dislike?

You and Your Child

What has your child done recently that particularly pleased you?

What has he done that particularly displeased or worried you?

What do you want for your child at this time?

How can you help?

How can the school help?

It seems appropriate to summarize a few of the things the parents felt they learned from this cooperative work with teachers. They became aware that there is no average child. Each child is truly unique and must grow in his own way. Even though there are gross expectancies for age groups, those held for an individual five-year-old, six-year-old, or seven-year-old must be in terms of *his* own pattern of growth.

Along with this concept developed the understanding that children accomplish a great deal of learning as they grow physically, mentally, socially, and emotionally. The descriptions made of the total growth of the child gave real meaning to words which are commonly used with such glibness. In addition, the parents were happy to learn that behavior which they thought atypical was more often behavior that was to be expected from their particular child. It was alleged by the parents cooperating in this study that they were spending more time with their children and were enjoying them more than they had previously. Still another outcome was the opportunity these joint meetings afforded parents to learn about the school program and the curriculum experiences offered their children.

The experiences gained in this series of five meetings led parents and teachers to agree wholeheartedly with Norman Fenton who said, "Ideally, both teacher and parent should benefit from sharing their knowledge about a child and their hopes for his advancement."³

³ Fenton, Norman. *Mental Hygiene in School Practice*. Stanford University, California: Stanford University Press, 1943. P. 362.

By ELIZABETH DOAK
and JULIET DANZIGER

Rounding Out the Child's Home Life

The war has made necessary many changes in home and family life. To some few children these changes have brought improved opportunities for development but to many others important fundamentals have been denied. Miss Danziger and Miss Doak, a teacher in the Harriet Johnson Nursery School, New York City, describe some of these fundamentals and tell how a child care center can supply them.

MRS. MANSON swallows a cup of heated-over coffee; helps Betsy into her snowsuit, fussing impatiently with the zipper that is stuck; hears the honking of Mrs. Petchek's horn; lifts Betsy into the car and jumps in too. Mrs. Petchek "steps on it." They take Betsy and Jo Petchek into the child care center, exchange a few words of greeting with the nurse who is inspecting the children, give Jo and Betsy a last, warm hug, then off they go to punch the time clock at the plane plant before eight o'clock. Betsy and Jo will get their breakfast at the center; also their lunch and supper.

When Mrs. Manson gets home at night after turning a lathe on a ten-hour shift, she puts Betsy to bed, has her own supper, then gets to the mopping and washing. She is hardly ever able to play with Betsy or to have Betsy help her dust the furniture or dry the dishes or push the carpet sweeper. Sunday is their only day together. Mrs. Manson is forced to hurry continually in order to get things done and to get to work on time. She must work. Her husband is in the army.

It is the same story with Jo Petchek, except that his father disappeared soon

after Jo was born. Mrs. Petchek must work. The Petcheks are classified as a "broken home."

Betsy and Jo are fairly typical of the children who are enrolled at the all-day centers of war plants. They are children who in many cases live in fatherless homes, children whose mothers are unable because of long working hours to give as much time as they ordinarily would to caring for their physical needs and to playing with them, children who usually have few materials for play experience at home.

Therefore the center needs to round out the home life of the child in various ways. Important among these is helping the child build up a close working relationship with the adults at school through letting him participate in the work at school just as he would participate at home if he were there. A mother who allows a child to help her and is pleased by his efforts is encouraging him to learn new and more mature things. She may give him a broom so that he can sweep while she is sweeping, she may give him a piece of pie dough to roll while she is baking, or she may give him a pencil and paper to "write a letter" while she is writing.

When a child is deprived of these many opportunities for a close learning relationship with his mother at home, it is especially important that he have the opportunity for such a relationship with the adults at the center. In some centers children actually take part in some of the simpler kitchen work. They shell peas, snap beans, scrub carrots, make applesauce, chocolate pudding and cookies. Where the kitchen is too crowded the work is brought into the classroom.

The same practice can be carried out with the cleaning. Two children at a time can help the cleaning woman dust, sweep and wipe up. Though today the choice, if any, is limited, it is a good idea when possible to employ as cook and cleaning woman good-natured, motherly women who will cooperate with the teacher by letting the children act as their assistants.

Because so many of the children come from fatherless homes, it is desirable to have a man around the school. Sometimes a genial superintendent or janitor can fill the need by letting the children help him with his odd jobs, explaining to them what he is doing when he changes a fuse or repairs a sink or stokes the fire. Just holding tools and handing them to him as he needs them is a satisfying experience and the children love to bask in the friendship of this important man.

In addition to actually taking part in these experiences, the children should be given opportunities to re-enact them with appropriate domestic materials. A household corner in the classroom equipped with small mops, brooms, ironing board and iron, stove, pots and pans, dolls and doll clothes, washtub and clothesline is very useful.

While most working mothers manage to squeeze in the bathing, shampooing, sewing on of buttons, and so forth, it is not easy to do this after a hard day's work. Some centers now schedule baths, shampoos, nail-cutting, and mending as part of the routine of the school for all the children. The mothers have welcomed this help and are cooperating by bringing clean clothes on bath days. In taking over these functions, the teacher helps the child learn to do these things himself just as he learns from his mother when she helps him.

Children enjoy too the sense of accomplishment in shining their own shoes. A shoeshine box with polish and brush might

well be part of the classroom equipment.

Bring the Family Into the School

Since the child sees so little of his parents, the family should be brought into the life of the child at school. Being proud of mommy and daddy, feeling that what mommy and daddy do is important play a vital part in building up a child's self-confidence. The child should feel that the teacher wants to hear about what daddy is doing in the army or how mommy sews parachutes at a factory. The teacher should encourage the child to tell about the work of his parents and evince admiration and interest in their activities. She can find out from the parents themselves more about their work.

At one school the twos and threes derive a great deal of contentment from playing a game which they call "Where Is Mommy?" They sit around in a circle. The teacher sings to the tune of "Frere Jacques": "Joey's Mommy, Joey's Mommy, Where is she? Where is she?" Joe answers, "She's working in her factory." Then the whole group joins in: "She's working in her factory," and so on around the circle.

For the older children whose parents work in war industries the program can be considerably enriched by helping them to understand what their parents do. The processes of the factory can be explained in a very simplified way and interpreted through play. If a child's mother or father works in a plane plant, for instance, a factory, an airfield, hangars, or a plane itself can be built with blocks. If practicable, a trip to the plant is a fine experience for future creative play. If going inside the building is not permitted there is plenty to see outside—the crowded parking lot, the test pilots taking off, the guard at the gate, the planes lined up outside. Group discussion is then valuable for bringing out the children's observations and reactions.

Then for the purpose of summarizing all the experiences, an appropriate picture can be looked at or a relevant story may be read, like *Pogo's Skyride*, in which a small boy and his dog are taken to visit a plane factory and are given a ride in a plane. It is a good idea for the teacher to summarize a group experience by making up her own stories about her group and their experiences, writing them down and reading them to the class.

In many homes there are but few toys, play materials are inadequate and, as has already been pointed out, the mother has little time to play with the child or to allow him to participate in the jobs around the house. A child may get into a pattern of "hanging around" under the mother's feet or out on the street, doing nothing in particular. This is reflected in his standing around at school. Positive action on the part of the teacher is called for here. It is up to her to stimulate activity by probing for the child's interests. By talking with the mother and the child the teacher may learn that Joey has a cat at home, that Billy comes to school on a bus, that Annie's father is an electrician, that Peter lives next door to a firehouse.

She can talk about fire engines and firehouses with Peter, then suggest, "How would you like to build a firehouse, Peter?" Peter may build a simple "house" but be at a loss as to what to do next. "Where do the firemen sleep?" the teacher might ask. "Shall we put an upstairs on the house?" And later, "What could we use for the pole the firemen slide down?" The child should be encouraged to choose his own materials and to do as much of the work as possible himself. This idea can be carried along by suggesting next that Peter make a fire engine at the workbench. To draw the whole group into Peter's project, the

class can make a trip to the firehouse, if possible "the one Peter knows about because it is next to *his* house!"

Giving this type of personal attention to each child in the all-day center is so essential that in crowded centers every effort should be made to obtain the services of a volunteer to free the teacher for this form of guidance.

Another very tangible way to draw the family into the long school day away from home is to let the children make things to take home. There is a strong incentive in molding a clay ashtray, in painting a picture, in driving nails into a box which is to be a gift for mother. And what fun it is while working to think how happy and surprised mother will be when she sees it. Cards can be made for such occasions as Easter, Christmas, Valentine Day and family birthdays. Older children might make useful objects such as potholders. These gifts made at school will please the parents as well as satisfy the child's desire to show his accomplishments at home and to receive praise and approval. Of course the teacher may need to remind some parents how important it is to praise their children's work.

The possibilities for curriculum enrichment through the use of family background are infinite. The gaps to be filled in for different groups of children vary according to the number of hours the mother works, the amount of attention she is able to give the child when she is at home, the family income and education of the parents, the differences in cultural background, the area in which the family lives—a congested city or a suburban region. All these considerations must be weighed in planning the curriculum. Hence no rigid program can be evolved and the child made to conform to it.

Books FOR TEACHERS...

UNDERSTANDING THE YOUNG CHILD.

By William E. Blatz. New York: William Morrow and Company, 1944. Pp. 278. \$2.50.

Late in 1941, Dr. Blatz was one of the persons invited to go from Canada to England to give aid in the child care program. He visited the various types of child care centers then in operation and made suggestions for plans which were carried out later.

Among the workers who joined Dr. Blatz when he returned to England in 1942 was a group of nursery school teachers from the St. George's School in the Institute of Child Study, University of Toronto. These teachers formed the staff of a training center where British child care reservists were trained. Dr. Blatz acted as director of this center.

A speeded-up training course necessitated reviewing available material for use in teaching. Little was found. This led Dr. Blatz to write *Understanding the Young Child* as a manual for use with students. It is interesting to note the number of people who assisted in preparing the material, making this book a wartime product which may aid many workers at home as well as abroad.

Understanding the Young Child is a book which serves to introduce workers with children to the normal processes of growth and development. It combines both the physiological and psychological aspects of the child's maturation. The terminology used, however, is too academic and thereby less useful to people of little or no professional experience. It lacks, too, an emphasis on relationships and feelings. Today most workers with young children and the majority of authorities agree that "habits" are not the primary goals in child development. Dr. Blatz gives many specific suggestions which, if followed, would get results undoubtedly if all one cared about was the child's compliance with an adult-set standard. But what is happening to the child's attitudes and feelings seems to be of little concern to him.

A thorough study of the motivation of human behavior cannot be put into a short-term course. Some idea of what it could mean and how it is brought about might well be indi-

cated. Today, for instance, we seek the causes of fears, not outward controls of them only. In other words, the rejection of the unconscious, the development of behavior standards by outward techniques, the overemphasis of what techniques to use instead of how they may be used, will raise many questions and doubts in the minds of the readers.—Amy Hostler, dean, The Mills School, New York.

TIME FOR EACH OTHER. By Margaret Lee Runbeck. New York: D. Appleton-Century Company, 1944. Pp. 165. \$2.

Those who smiled and chuckled over the story of *Our Miss Boo* are delighted to meet Miss Boo and her household again in an absorbing new novel, *Time for Each Other*.

Miss Boo is now eight, but "sometimes she is still only four and sometimes she is a contemporary of God Himself, old as wisdom." The household includes Boo's mother, "Missy," who tells the story; Lilliam, the housekeeper, and a new member, Lilliam's eight-month's-old boy, Cukey, who sits in his red high chair "with his double-bubble cheeks sunk in his starched frill of a chest and his eyes, black and polished, tiptoeing around the kitchen, watching everything Lilliam does."

Somewhere, fighting to keep what we treasure, are Peter, the master of the house, and Lilliam's Joseph, for "the outermost walls of all our houses have been pushed out to include the world." The storyteller says in the opening chapter, "That taut sky of worry which stretches over all of us who have men away from home is there of course. But sometimes—most of the time—I can keep from looking at it. I can live in the lovely now, as a child does, regretting nothing that is past, fearing nothing that is ahead. I think it is the formula for getting through these days when we have working to do with our hands and hoping to do with our hearts."

These are days "when the important things all seem to happen to you by mail"; when you try to "walk-not-run" to get the letter left at your door. One day the long-delayed letter arrives and it is addressed to Miss Boo. "Your

baby's name on an envelope—suddenly private and separate from you—is always a shock. But when it is written in that one handwriting which can stop your heart after nearly ten years—" Miss Boo seizes her father's letter and flies upstairs to her room while her mother waits below in a frenzy of impatience. After an interminable period of suspense in which the mother struggles to recognize the child's exclusive right to her own correspondence, Miss Boo comes running down the steps, pale with excitement. "I thought I'd never find my letter opener," she says.

One of the most dramatic chapters of the book tells of the letter which comes to Lilliam, Miss Boo and her mother are on a boat, embarked for a holiday jaunt, when Miss Boo speaks of Lilliam's letter which came that morning with "the Adjutant General's office in the corner." Because "Missy" knows that Lilliam cannot read, the direction of the journey is reversed and the letter with its message is shared.

Other letters come to the house sometimes, among them letters from the family's dearest friends, Tom and Lisa King. These letters, with visits and telephone calls between, form the romantic plot of the story. Miss Boo's idea of Utopia is a child in every house, and Annabelle is the name chosen by her for the child that she hopes will one day live with "Aunt Lisa and Uncle Tom." The quest for Annabelle is a poignant, dramatic tale.

A refugee child spends a day in Boo's home, a boy whose father died a martyr for our cause long before we began fighting for it. Boo takes him to dancing school with her but something goes wrong in the class. A youthful rabble-rouser begins whispering, "What nationality was he born? What nationality was his father?" "He was born the same nationality as God is," Boo says. "His father is God."

Wonderful things happen at the end of the story. "This here's been one of my best weeks," Lilliam says. "I've had three wonderful things happen to me." And then she names them: something Boo got, something "Mr. Tom and Miss Lisa" got, "an' then this mawning, you got the letter, Missy."

"I wish that all the world," the author says in the closing paragraph, "so hungry for happiness, so lost for it, could find one ray of that simple joy of hers, that abundance which counts her neighbor's happiness as if it were her own." —Marion Wood, Eveleth, Minnesota.

THE MUSIC CURRICULUM IN A CHANGING WORLD. By Lilla Belle Pitts. New York: Silver Burdett Company, 1944. Pp. 165. \$2.20.

One of the most provocative and stimulating discussions of music in education and its function and potentialities in contributing to democratic living is found in *The Music Curriculum in a Changing World*.

Beginning with a brief discussion of challenges without and within music education in this day of change, Miss Pitts analyzes modern thinking in curriculum development. She then applies these basic principles to the smaller area of music in education. The major functions in a school curriculum so conceived are to contribute toward the development of wholesome personalities, social effectiveness, stronger faith in democratic ideals, and an indigenous musical culture.

Four broad areas of human experience are presented as the foundation upon which an ideal music curriculum might be based: (1) The World of Men, (2) The World of Nature, (3) The World of Material Invention, (4) The World of the Imaginative Mind. These areas are, in turn, broken into subdivisions and somewhat detailed charts are given, developing subsidiary themes for each of the six grades in the elementary school.

Such a music curriculum would possess as requisites: (1) carefully selected experiences, (2) a sequence of orderly, cumulative experiences based on the growth needs of children, (3) flexibility in allowing for scope in developing varied interests and capacities of children, (4) provision for conditions favorable for the development of integrating learners.

The suggestions made are intended to be neither all-inclusive nor final in form. The author expresses the hope that they will stimulate others to enter upon similar investigations and experimentation, and that "they may be instrumental in clarifying changing concepts of the function of music in democratic living."

Used as a guide in building music curricula in elementary schools, this book should be invaluable both to elementary school teachers and to those engaged in preparing the music teachers of tomorrow.—Gladys G. Tipton, supervising teacher of elementary music, Illinois State Normal University, Normal.

Books FOR CHILDREN...

RABBIT HILL. By Robert Lawson. Illustrated by the author. New York: Viking Press. Pp. 128. \$2.

Rabbit Hill is a distinguished book with a text of high literary quality, beautiful drawings, and the humor that belongs to the child's world. Lawson's rabbit "characters" become almost more real than the real wild rabbits of Connecticut.

There is great excitement among the animals of Rabbit Hill when they hear that New Folks are coming to occupy the deserted house. Father Rabbit who never tires of telling that he is from the bluegrass country goes around among all the animals to verify the news. On the strength of the good news his son, Georgie, is sent to bring Uncle Analdas to live with them.

An audience of wild creatures watches and evaluates the New Folks as they move in and settle down. When they put up a sign, "Please Drive Carefully on Account of Small Animals," the animals feel reassured. Their faith is doubled when the New Folks rescue Willie Field Mouse from the rainwater barrel and nurse Georgie Rabbit when he is run over on the road. The crowning touch comes when the animals discover the statue of St. Francis in the garden and enjoy the offering of food they find there daily. It's all a mystery to the old farmer next door. The New Folks set no traps and use no poison, yet their garden flourishes.

Especially good for children from six to ten.

MY FIRST GEOGRAPHY OF THE PACIFIC. By Arensa Sondergaard. Illustrated by Cornelis. Boston: Little, Brown and Company. Pp. 56. \$2.

The geography of the Pacific comes alive in this pictorial presentation. There are only fifty-six pages but they are large pages full of colorful picture material well integrated with blocks of text. The reader discovers the Pacific with Balboa and touches historical landmarks to Pearl Harbor and beyond. This is a vivid treatment of past and present in the Pacific, serving to stimulate the interest of young readers and older ones as well. Picture maps and annotated marginal drawings clarify

concepts. Children in the third through the sixth grade will enjoy using this book for reference.

PANDORA. Story and pictures by Clare Tureley Newberry. New York: Harper and Brothers. Unpaged. \$1.75.

This is a beautiful big book about a beautiful big Persian cat, Pandora. One morning in the life of Pandora and Peter is packed full of excitement and suspense, more perhaps than Peter's mother really enjoys. Anyone who has a boy and a cat will know that this story is no exaggeration of what can happen. The twelve pastel "portraits" show just how soft and sweet and lovable Pandora can be and the pen and ink sketches portray her lively nature. For children from four to seven.

THE FRIENDLY ANIMALS. Written and illustrated by Louis Slobodkin. New York: Vanguard Press. Unpaged. \$1.50.

There is a big freely-drawn portrait of a "friendly animal" on every page of this attractive book, and with each picture a line of text. The rhyming story starts like this:

The dog is our friend,
And so is the cat.
The squirrel is little,
And the pig is fat.

The jingles are pleasant but the pictures are really important for children from two to five.

PEPE WAS THE SADDEST BIRD. By William Stone. Illustrated by Nicolas Mordvinoff. New York: Alfred A. Knopf. Unpaged. \$1.75.

Pépé was a myrna bird who lived in a mango tree on a tropical island. When he was very, very young and still in his egg, his mother noted a curious ring around his egg. When Pépé hatched, the ring became a halo. There is subtle humor in the story of Pépé's adventures in trying to get rid of his halo.

Mordvinoff's drawings of the birds, animals and people catch perfectly the tropical feeling of the islands. The illustrations are works of art in their delicacy of line and beauty of design. For children from eight to eleven.

WHOSE LITTLE BIRD AM I? By Leonard Weisgard. Illustrated by the author. New York: Thomas Y. Crowell, 1944. Unpaged. \$1.

This is a little book for the nursery-age and kindergarten children. The pictures clearly depict the differences in birds and bird babies. It is the story of a baby stork trying to find its mother.

THE HORSE WHO LIVED UPSTAIRS. By Phyllis McGinley. Illustrated by Helen Stone. New York: J. B. Lippincott and Company. Unpaged. \$1.25.

A country horse would never think of living upstairs, but this book is about a city horse named Joey, who reached his fourth floor stall by elevator. While Joey pulled a vegetable wagon for Mr. Polaski he dreamed of the delights of country life. But when Joey had his chance in the country he discovered that it wasn't all green meadows. There was a plow to pull from sunup to sundown. He was lonely for his city friends—the policeman, the ladies who patted him on the nose, and the highbred city horses. "The country is all right for country animals," Joey said, "but I guess I am just a city horse at heart!" And back in the city he was never discontented again.

The humorous and decorative drawings add greatly to the charm of the book. The large clear type and the many pictures make reading easy for children of six and seven, but children of a wide age range will enjoy the story.

THE MAGIC MONKEY. Adapted from an old Chinese legend by Plato and Christina Chan. New York: Whittlesey House, McGraw-Hill Book Company, 1944. Pp. 50. \$1.50.

Here's a book that will appeal to children because it is about China. The story is delightful and humorous, the illustrations are free and lively, and the book is the work of two Chinese children—Plato, the illustrator, aged thirteen, and Christina, the storyteller, aged fourteen. For child readers eight to eleven.

THE BIG FUR SECRET. By Margaret Wise Brown. Pictures by Robert De Veyrac. New York: Harper and Brothers, 1944. \$1.75.

The Big Fur Secret has caught the spirit of the zoo. There's the free and easy feeling of a sunny day's loitering in the park. The younger children will enjoy the gay full-page pictures and the slightly older ones will appreciate the somewhat subtle humor of the story.

Children Are Different

(Continued from page 300)

come alive and are very real persons. And I have meant to bring forth in these descriptions that Freddy must always be Freddy; John, John and Jean, Jean. Each has limitations, each has lovable qualities, each has fears. Freddy belongs to the out-of-doors. John might well take his stand in a court of justice, and Jean has talent for design. It would be folly to channel these children in directions foreign to their native potentialities. This is where teachers can prevent human catastrophe.

As I write I can hear other teachers ask, "But what of the parents who would have their Freddy at a desk or their John a football player or their Jean a gentle lady?" And I

repeat again that we must so honor our profession that we are never glib in the guidance of children. And as we consciously seek a deeper understanding of human development and as we knowingly apply it we gradually become more able to help parents as well as children. The lid-off behavior that is the inevitable follow up of rigid discipline is our burden of responsibility. And it should be our sorrow that a 'D for you and a D for you and a D for you' has rung in a child's ears until she needs a screaming devil to relieve her anxiety. Teaching is challenging and exciting. It is also difficult and requires a lifetime of research because, and I am glad that this is true, *children are different.*

Bulletins AND PAMPHLETS...

Are We Moving Ahead in Planning for Education?

War production and paper shortages have not interfered greatly with the curriculum studies of schools. There are evidences that schools are even more active in planning for greater use of resources in the community and in the study of a more functional kind of education. Some of these recorded studies point the way to better education for young children. There is far less of the subject-matter-to-be-covered curriculum approach and far more of the sharing of experiences of children, teachers and community. Many local communities have taken the initiative in such studies but they have sought help from state and national groups. The following materials briefly described will indicate something of the trend in recent curriculum ventures.

HANDBOOK FOR JUNIOR PRIMARY TEACHERS OF THE PUBLIC SCHOOLS. Richmond, Virginia: Board of Education. Pp. 133. Price not given.

Has suggestions for experiences in the two years of a child's life in Richmond schools where the children are with the same teacher and enter the second grade at seven and one-half years of age. An informal experience curriculum is encouraged. Printed bulletin with photographs.

THE READING ENVIRONMENT AND READING; CREATIVE WRITING IN THE ELEMENTARY SCHOOLS; READING PROBLEMS IN THE SOCIAL STUDIES IN THE ELEMENTARY SCHOOLS, and TECHNIQUES FOR IMPROVING SPELLING. Madison, Wisconsin: Board of Education, 1944. Twenty cents each.

Four mimeographed bulletins prepared for the language arts curriculum in the Madison public schools. One very significant aspect of the curriculum work in the preparation of these bulletins was the participation of each teacher in a discussion group. As helpful things were discovered a plan was worked out to record these findings. Leadership made it possible to evaluate choices in terms of modern concepts of child growth. The more creative

approaches to reading, writing and spelling were considered and the most promising examples were recorded to share with other teachers.

The bulletin on reading problems in the social studies seems somewhat limited to a textbook orientation. Numerous additional experiences, readings and visual aids are suggested.

A GUIDE TO SOCIAL EDUCATION. Glencoe, Illinois: Board of Education. Pp. 87. \$1.

A printed booklet illustrated with photographs which gives and illustrates a well-thought-out approach to social living within school groups and in natural relationships with community groups.

TOGETHER WE BUILD A COMMUNITY SCHOOL. Glencoe, Illinois: Board of Education. Pp. 24. Fifty cents.

Shows how school and community work together to provide good environments for children. A printed bulletin illustrated with photographs.

KINDERGARTEN HANDBOOK. Madison, Wisconsin: Board of Education. Twenty cents.

Shows the activities of children in the kindergarten and interprets the experiences that children have. Seven full-page photographs with printed text.

MEET THE KINDERGARTEN. St. Louis County, Missouri: Normandy School District. Pp. 8. Price not given.

Acquaints the parents with values of the kindergarten. A printed booklet.

OFF TO SCHOOL. Glencoe, Illinois: Board of Education. Pp. 16. Seventy-five cents.

Many delightful activities of young children who are having their first group experiences in school are portrayed in this printed picture booklet with full-page photographs.

SOVIET HEALTH CARE IN PEACE AND WAR. By Rose Maurer. New York 19: American Russian Institute, 56 West 45th Street. Pp. 48. Ten cents.

Some photographs are included in this printed booklet which gives the reader a picture of

the numerous health services available to people of all ages in Russia.

FIRST—THE INFANT. *New York: Longmans, Green and Company. Pp. 32. Twenty-five cents.*

A printed booklet with photographs, describing the wartime nurseries of Britain.

A GOOD START FOR YOUR CHILD IN SCHOOL. *River Forest, Illinois: Kindergarten Department, Board of Education. Pp. 19. Price not given.*

Acquaints the parents with the educational offerings of the school for kindergarten age children and serves to interpret to the parents their related responsibilities and to build a parent readiness for new values in education. Printed bulletin with sketches.

PRINCIPLES OF NURSERY SCHOOL EDUCATION. *Children's War Service Program, Nursery School Division. Kansas City, Missouri: Board of Education. Pp. 63.*

This mimeographed bulletin is a record of planning in the Kansas City Schools for the nursery school age children of working mothers. It includes many suggestions for meeting the needs of young children and for program planning. Planning of this type points the way to a consideration by public schools of nursery school education in peacetime.

SELECTED BIBLIOGRAPHY ON ELEMENTARY EDUCATION AND RELATED FIELDS. *Washington, D. C.: Department of Supervision and Curriculum Development, National Education Association. Pp. 25. Twenty-five cents.*

A mimeographed bulletin which contains exceedingly valuable material on a variety of areas in elementary education, prepared by a committee well informed on the subject.

SOURCES OF EDUCATIONAL FILMS. *Washington, D. C.: Research Division, National Education Association. Pp. 24. Free.*
A very complete list of general bibliography and sources of films, in mimeographed form.

FILMS INTERPRETING CHILDREN AND YOUTH. *Washington, D. C.: Association for Childhood Education. Pp. 28. Fifteen cents.*

Contains up-to-date titles, sources, and descriptions of films valuable in teacher education and community groups for discussion and interpretation of a good growing environment for children and youth. Includes one section on

the more technical films on child development for use in highly specialized study groups. A mimeographed bulletin prepared by a joint committee of the Department of Supervision and Curriculum Development of the National Education Association, the National Association of Supervisors of Student Teaching, and the Association for Childhood Education.

NEWS EXCHANGE ON EXTENDED SCHOOL SERVICES FOR CHILDREN OF WORKING MOTHERS. *Washington, D. C.: U. S. Office of Education, Federal Security Agency. Free.*

A mimeographed bulletin of from two to four pages, distributed at intervals of four to eight weeks. It provides a means of sharing developments in programs of extended school services, both nursery school and school age, from all over the country.

A NUTRITION WORKSHOP COMES TO THE CAMPUS. *Washington, D. C.: U. S. Office of Education, Federal Security Agency. Pp. 25. Free.*

This bulletin reports a cooperative enterprise for staff members of teacher education institutions, held at Indiana State Teachers College June 14-28, 1944, sponsored by the U. S. Office of Education in cooperation with leaders of Nutrition Programs Branch, Office of Distribution, War Food Administration. A processed bulletin with some photographs.

PUBLIC LIBRARY SERVICE TO CHILDREN IN WARTIME. *Washington, D. C.: U. S. Office of Education, Federal Security Agency. Pp. 7. Free.*

The article, reprinted from *Education for Victory*, gives many illustrations of ways in which library programs over the country are being adapted to meet the wartime needs of children and youth.

FOR THE CHILDREN'S BOOKSHELF. *Children's Bureau Publication No. 304. Washington, D. C.: Superintendent of Documents, Government Printing Office. Pp. 24. Ten cents.*

A printed bulletin that contains many suggestions for parents to use in making choice of books for children of all ages.

OUR NURSERY SCHOOL. *St. Cloud, Minnesota: State Teachers College. Free.*

This printed bulletin with photographs shows the laboratory experiences that students in teacher education have in the nursery school of the college.

News HERE AND THERE...

New A.C.E. Branches

University of Georgia Association for Childhood Education, Athens
Planeview Association for Childhood Education, Kansas
Hawkins County Association for Childhood Education, Tennessee
Henry County Association for Childhood Education, Tennessee
East Tennessee State College Association for Childhood Education, Johnson City
Weber County Association for Childhood Education, Utah

Changes

Neva West, from work in the federal program for child care in Georgia to assistant professor of primary education, Southern Oregon College of Education, Ashland.

Teacher Preparation

A two-year program for the preparation of nursery, kindergarten and elementary teachers has been planned jointly by the School of Education, New York University, and the Cooperative School for Teachers, 69 Bank Street.

The program is designed to meet the needs of students who have completed two years of college work elsewhere and wish to undertake a combined cultural and professional curriculum in the junior and senior years. The distinctive features of the nursery-kindergarten-elementary curricula of the University and of the Cooperative School for Teachers will be included in the new program, including individual guidance, trips and community study with major emphasis on classroom teaching.

Successful completion of the program will lead to the award of the B.S. degree by New York University and to certification for elementary teaching by the New York State Education Department.

Films for Children

A new long-term plan designed to provide motion picture programs appropriate for children between the ages of seven and fourteen is now under way in Great Britain. Within a five-year period one of the major British companies expects to expand its production to a two-hour weekly program including features, shorts, cartoons, a special newsreel called "Our Magazine" and serials in two or three parts.

Children attending the programs belong to a Saturday Morning Club, a non-profit organization, and pay entrance fees of ten cents. Theater managers take only enough of the fees to pay overhead expenses and the remainder goes into club treasuries for the production costs of more pictures. These costs are supplemented by the producers who sponsor the Saturday morning program.

A national advisory council includes representatives of the Ministry of Education, the Home Office, the Scottish Office, the National Union of Teachers, and similar groups.

Expense Per Pupil

The biennial surveys of education for 1938-40 and 1940-42, made by the U. S. Office of Education, are now available in printed form. Many facts are given that should be considered seriously by all citizens. Two statements, one on expense per pupil and the other on one-room schools, are quoted here:

The wide range among the states in current expense per pupil in average daily attendance continues to be significant. In 1941-42, Mississippi spent only \$31.52 per pupil in comparison with \$166.92 in California and \$168.07 in New York. Thus, the increased expenditures for public education have practically no effect in reducing the differences among the states. Although the less wealthy states continue to make greater than average efforts, they cannot provide educational facilities comparable to those provided by the wealthy states with less effort. The quality of educational offerings cannot be measured in terms of expenditures only, but it is quite clear that wide variations in quality do exist. A child's residence is a major determining factor in the educational opportunities he will have. States are increasingly aware of the necessity for establishing and maintaining a minimum level of education. In a number of states an acceptable minimum educational program cannot be assured without substantially increasing funds available for public elementary and secondary school purposes. Differences in ability prohibit the attainment of a comparable minimum program educationally acceptable without imposing an excessive burden on some states.

In spite of the progress being made in the elimination of one-room schools, it is evident that they still have a major role in the education of rural youth. The proportion that one-room schools constituted of the total in 1941-42 ranged from 6.3 per cent in New Jersey to 87.3 per cent in South Dakota. In eighteen states more than half of all buildings in use were still one-teacher schools.

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NEWS NOTES

(Continued from Page 331)

Nursery Schools in USSR

The USSR Embassy at Washington reports in its bulletin of September 22 that the 1944 budget of the Soviet Union allocated 108,600,000 rubles for the construction of still more nursery schools. The Soviet nursery schools will care for 1,837,840 children this year. The bulletin states:

When so many of the parents are fully occupied in work of national importance, the teachers have a special responsibility for safeguarding the children's health and inculcating proper habits and behavior. There is very close parent-teacher cooperation. . . . The war has obliged preschool teachers to recognize more sharply their responsibility to the child and has forced them to display a high degree of initiative and ingenuity. In the regions liberated from the Germans, as well as in reception areas, they must create normal conditions for children in the most unusual and difficult situations.

Pi Lambda Theta Award

Pi Lambda Theta announces two awards of four hundred dollars each, to be granted on or before August 15, 1945, for significant research studies in education. An unpublished study on any aspect of the professional problems of women may be submitted by any individual, whether or not engaged at present in educational work, or by any chapter or group of members of Pi Lambda Theta.

Inquiries for information concerning the awards and the form in which the final report shall be prepared should be addressed to May Seago, University of California, Los Angeles.

Contributing members of the Association for Childhood Education, do not neglect to include renewal of membership with your subscription. Combination rate: one year, \$4; two years, \$6.75.